

Course: M/J Intensive Language Arts (MC)-1000000

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BASIC INFORMATION

Course Number:	1000000
Grade Levels:	6,7,8
Keyword:	Grades 6 to 8 Education Courses, 6-8, 6 To 8, Grades six To eight Education Courses, six to eight, grades six - eight, Middle, Language Arts, Remedial, M/J Intensive Language Arts (MC), M/J INTENS LANG ARTS, M/J
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Language Arts</p> <p>SubSubject: Remedial</p>
Course Title:	M/J Intensive Language Arts (MC)
Course Abbreviated Title:	M/J INTENS LANG ARTS
Course length:	Year (Y)
Course Type:	Elective
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	The purpose of this course is to provide instruction that enables

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	<p>students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write middle grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.</p> <p>Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.</p> <p>The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student’s grade level and/or instructional needs.</p>
<p>General Notes:</p>	<p>The course includes, but is not limited to, the following:</p> <ul style="list-style-type: none"> • determining central ideas or themes of a text and analyzing their development as well as summarizing the key supporting details and ideas; • interpreting words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzing how specific word choices shape meaning or tone; • analyzing the structure of texts, including how specific sentences, paragraphs, and larger portions of the text

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(e.g., a section, chapter, scene, or stanza) relate to each other and the whole;

- integrating and evaluating content presented in diverse formats and media, including visually and quantitatively, as well as in words;
- delineating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the source, relevance and sufficiency of the evidence;
- analyzing how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take;
- writing in response to reading, emulating authors' structures, word choices, styles, etc.

Additional Notes: Students entering the upper grades who are not reading and writing on grade level have a variety of intervention needs. No single program or strategy can be successful in remediating the needs of all students. The intervention course should require that students increase the amount and complexity of text they read and write independently throughout the school year to ensure students have enough exposure to various text structures and academic vocabulary to develop skills necessary for college and career readiness.

It is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of literacy skills in older readers.

The following practices should be incorporated in the course:

1. Scaffolding of close reading is provided but does not preempt or replace text.
2. Systematic instruction in vocabulary is provided.
3. Explicit instruction in applying grammatical structures and conventions is provided.
4. Student independence is cultivated.

Special Notes:

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Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Achievement on standardized tests assessing reading and writing skills is a reflection of students' confidence and competence in reading. Therefore, instruction throughout the school year should ensure students possess the ability to read and comprehend difficult texts and perform challenging tasks associated with those texts. Time spent engaging students in practice tests should be limited, given most students' vast experiences with standardized tests and the relatively small role that knowledge of test format plays in student test performance.

In those instances when this course is repeated, the content should be differentiated based on reliable and valid assessment data. If repeated, the required level of student proficiency should increase. 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.

STANDARDS (132)

General Notes: The College and Career Readiness (CCR) standards and grade-specific standards 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.

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.

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.

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.

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.

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 standards and retain or further develop skills and understandings mastered in preceding grades.

Blended Curriculum: *The Common Core State Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida's transition to the*

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Common Core State Standards, the following Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These standards are implicitly interwoven into several of the Common Core State Standards; however, due to this rigorous, deeply embedded design, each one is explicitly listed here to ensure their inclusion in the English language arts curriculum for the 2013-2014 school year. All other FCAT- assessed NGSS standards are clearly taught in the MAFS.

<u>LA.6.1.7.4:</u>	The student will identify cause-and-effect relationships in text;
<u>LA.6.1.7.5:</u>	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;
<u>LA.6.2.2.1:</u>	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);
<u>LA.7.1.7.4:</u>	The student will identify cause-and-effect relationships in text;
<u>LA.7.1.7.5:</u>	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;
<u>LA.7.2.2.1:</u>	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);
<u>LA.8.1.7.4:</u>	The student will identify cause-and-effect relationships in text;
<u>LA.8.1.7.5:</u>	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;
<u>LA.8.2.2.1:</u>	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);

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<p><u>LAFS.6.L.1.1:</u></p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself, ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<p><u>LAFS.6.L.1.2:</u></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.
<p><u>LAFS.6.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style b. Maintain consistency in style and tone.
<p><u>LAFS.6.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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	<ul style="list-style-type: none"> b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult 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 or its part of speech. d. 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).
<p><u>LAFS.6.L.3.5:</u></p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).
<p><u>LAFS.6.L.3.6:</u></p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><u>LAFS.6.RI.1.1:</u></p>	<p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p><u>LAFS.6.RI.1.2:</u></p>	<p>Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>
<p><u>LAFS.6.RI.1.3:</u></p>	<p>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>

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<u>LAFS.6.RI.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<u>LAFS.6.RI.2.5:</u>	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
<u>LAFS.6.RI.2.6:</u>	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
<u>LAFS.6.RI.3.7:</u>	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<u>LAFS.6.RI.3.8:</u>	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.RI.3.9:</u>	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
<u>LAFS.6.RI.4.10:</u>	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.6.RL.1.1:</u>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.6.RL.1.2:</u>	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<u>LAFS.6.RL.1.3:</u>	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
<u>LAFS.6.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
<u>LAFS.6.RL.2.5:</u>	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
<u>LAFS.6.RI.2.6:</u>	Explain how an author develops the point of view of the narrator

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	or speaker in a text.
<u>LAFS.6.RL.3.7:</u>	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
<u>LAFS.6.RL.3.9:</u>	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
<u>LAFS.6.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.6.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<u>LAFS.6.SL.1.2:</u>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<u>LAFS.6.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims

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	that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.6.SL.2.6:	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “page 52” in the standard descriptor is from the adopted standards document that can be found here.</p>
LAFS.6.W.1.1:	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
LAFS.6.W.1.2:	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts,

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	<p>tables), and multimedia when useful to aiding comprehension.</p> <ol style="list-style-type: none"> b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.
<p><u>LAFS.6.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.
<p><u>LAFS.6.W.2.4:</u></p>	<p>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.)</p>
<p><u>LAFS.6.W.2.5:</u></p>	<p>With some guidance and support from peers and adults, develop</p>

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	<p>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 6 on page 52.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “page 52” in the standard descriptor is from the adopted standards document that can be found here.</p>
LAFS.6.W.2.6:	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 three pages in a single sitting.
LAFS.6.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LAFS.6.W.3.8:	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LAFS.6.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
LAFS.6.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.

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<p><u>LAFS.7.L.1.1:</u></p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
<p><u>LAFS.7.L.1.2:</u></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie but not He wore an old[,] green shirt</i>). b. Spell correctly.
<p><u>LAFS.7.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<p><u>LAFS.7.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).

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	<ul style="list-style-type: none"> 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 or its part of speech. d. 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).
<p><u>LAFS.7.L.3.5:</u></p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).
<p><u>LAFS.7.L.3.6:</u></p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><u>LAFS.7.RI.1.1:</u></p>	<p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p><u>LAFS.7.RI.1.2:</u></p>	<p>Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>
<p><u>LAFS.7.RI.1.3:</u></p>	<p>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>

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<u>LAFS.7.RI.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<u>LAFS.7.RI.2.5:</u>	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
<u>LAFS.7.RI.2.6:</u>	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
<u>LAFS.7.RI.3.7:</u>	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
<u>LAFS.7.RI.3.8:</u>	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
<u>LAFS.7.RI.3.9:</u>	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
<u>LAFS.7.RI.4.10:</u>	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.7.RL.1.1:</u>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.7.RL.1.2:</u>	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
<u>LAFS.7.RL.1.3:</u>	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
<u>LAFS.7.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

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<u>LAFS.7.RL.2.5:</u>	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
<u>LAFS.7.RL.2.6:</u>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<u>LAFS.7.RL.3.7:</u>	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
<u>LAFS.7.RL.3.9:</u>	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
<u>LAFS.7.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.7.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
<u>LAFS.7.SL.1.2:</u>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally)

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	and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LAFS.7.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.) Remarks/Examples Note: The referenced “page 52” in the standard descriptor is from the adopted standards document that can be found here .
LAFS.7.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.7.W.1.2:	Write informative/explanatory texts to examine a topic and

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Course: M/J Developmental Language Arts Through ESOL (MC)- 1002180

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3805>

BASIC INFORMATION

Course Number:	1002180
Grade Levels:	6,7,8
Keyword:	Grades 6 to 8 Education Courses, 6-8, 6 To 8, Grades six To eight Education Courses, six to eight, grades six - eight, Language Arts, English For Speakers Of Other Languages, M/J Developmental Language Arts Through ESOL (MC), M/J DE LANG ART ESOL
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Language Arts</p> <p>SubSubject: English for Speakers of Other Languages</p>
Course Title:	M/J Developmental Language Arts Through ESOL (MC)
Course Abbreviated Title:	M/J DE LANG ART ESOL
Course length:	Year (Y)
Course Type:	Elective
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	The purpose of this course is to enable middle school students

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	<p>who are native speakers of languages other than English instruction that enables students to accelerate the development of reading, writing, listening, and speaking skills and to strengthen those skills so they are able to successfully read and write middle grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.</p> <p>The multiple credit courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade level and/or instructional needs.</p>
<p>General Notes:</p>	<p>The course includes, but is not limited to, the following:</p> <ul style="list-style-type: none"> • determining central ideas or themes of a text and analyzing their development as well as summarizing the key supporting details and ideas; • interpreting words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzing how specific word choices shape meaning or tone; • analyzing the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole; • integrating and evaluating content presented in diverse formats and media, including visually and quantitatively,

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as well as in words;

- delineating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the source, relevance and sufficiency of the evidence;
- analyzing how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take;
- writing in response to reading, emulating authors' structures, word choices, styles, etc.

Additional Notes: Students entering the upper grades who are not reading and writing on grade level have a variety of intervention needs. No single program or strategy can be successful in remediating the needs of all students. The intervention course should require that students increase the amount and complexity of text they read and write independently throughout the school year to ensure students have enough exposure to various text structures and academic vocabulary to develop skills necessary for college and career readiness.

It is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of literacy skills in older readers.

The following practices should be incorporated in the course:

1. Scaffolding of close reading is provided but does not preempt or replace text.
2. Systematic instruction in vocabulary is provided.
3. Explicit instruction in applying grammatical structures and conventions is provided.
4. Student independence is cultivated.

Special Notes:

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose.

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Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Achievement on standardized tests assessing reading and writing skills is a reflection of students' confidence and competence in reading. Therefore, instruction throughout the school year should ensure students possess the ability to read and comprehend difficult texts and perform challenging tasks associated with those texts. Time spent engaging students in practice tests should be limited, given most students' vast experiences with standardized tests and the relatively small role that knowledge of test format plays in student test performance.

In those instances when this course is repeated, the content should be differentiated based on reliable and valid assessment data. If repeated, the required level of student proficiency should increase. 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.

The College and Career Readiness (CCR) standards and grade-specific standards 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,

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	<i>and work steadily toward meeting the more general expectations described by the CCR anchor standards.</i>
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STANDARDS (129)

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.

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.

Writing

Standard 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.

Speaking and Listening

Standard 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.

Language

Standard 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 standards and retain or further develop skills and understandings mastered in preceding grades. **The following standards may be addressed again in**

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higher grades at a more rigorous level of study: LAFS.6.L.2.3a, LAFS.6.L.2.3b, LAFS.7.L.2.3a.

Blended Curriculum: *The Common Core State Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida's transition to the Common Core State Standards, the following Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These standards are implicitly interwoven into several of the Common Core State Standards; however, due to this rigorous, deeply embedded design, each one is explicitly listed here to ensure their inclusion in the English language arts curriculum for the 2013-2014 school year. All other FCAT- assessed NGSS standards are clearly taught in the CCSS.*

<u>LA.6.1.7.4:</u>	The student will identify cause-and-effect relationships in text;
<u>LA.6.1.7.5:</u>	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;
<u>LA.6.2.2.1:</u>	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);
<u>LA.7.1.7.4:</u>	The student will identify cause-and-effect relationships in text;
<u>LA.7.1.7.5:</u>	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;
<u>LA.7.2.2.1:</u>	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);
<u>LA.8.1.7.4:</u>	The student will identify cause-and-effect relationships in text;
<u>LA.8.1.7.5:</u>	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;
<u>LA.8.2.2.1:</u>	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents,

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Course: M/J Journalism 2- 1006010

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4920>

BASIC INFORMATION

Course Number:	1006010
Grade Levels:	6,7,8
Grade Level(s):	7
Keyword:	Grades 6 to 8 Education Courses, 6-8, 6 To 8, Grades six To eight Education Courses, six to eight, grades six - eight, Middle, Language Arts, Media, M/J Journalism 2, M/J JOURN 2, M/J, Journalism
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Language Arts SubSubject: Media
Course Title:	M/J Journalism 2
Course Abbreviated Title:	M/J JOURN 2
Course length:	Year (Y)
Course Type:	Elective
Course Level:	2
Status:	State Board Approved
Version Description:	The purpose of this course is to enable grade 7 students to

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	<p>develop skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media. Some activities may be required outside of the school day.</p>
<p>General Notes:</p>	<p>Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).
<p>Version Requirements:</p>	<p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • demonstrating skills in telling stories and providing reports and choosing appropriate platforms/mediums of print, multimedia, online, and broadcast/radio • demonstrating fundamental skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media • using fundamental research skills and networking formats collaboration amongst peers, especially during the drafting and practicing stages • demonstrating awareness of the varied careers within the multiple formats of 21st century journalism

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STANDARDS (27)

The College and Career Readiness (CCR) anchor standards and grade-specific standards 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.

Reading Literature

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.

Reading Informational Text

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.

Writing

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.

Speaking and Listening

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.

Language

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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. [* Indicates standard may be addressed again in higher grades at a more rigorous level of study.]

Additional Requirements:

The following Common Core State Standards for Mathematical Practices (MP) are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

<u>HE.7.C.2.5:</u>	Analyze how messages from media influence health behaviors. Remarks/Examples Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life- threatening stunts.
<u>LAFS.7.L.1.1:</u>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
<u>LAFS.7.L.1.2:</u>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie but not He wore an old[,] green shirt</i>).

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	<p>b. Spell correctly.</p>
<p><u>LAFS.7.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>
<p><u>LAFS.7.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p> <p>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 or its part of speech.</p> <p>d. 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).</p>
<p><u>LAFS.7.L.3.5:</u></p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of</p>

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	words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).
<u>LAFS.7.L.3.6:</u>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<u>LAFS.7.RI.3.7:</u>	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
<u>LAFS.7.RI.3.8:</u>	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
<u>LAFS.7.RL.1.2:</u>	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
<u>LAFS.7.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
<u>LAFS.7.SL.1.1:</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant

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	<p>observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>
<u>LAFS.7.SL.1.2:</u>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.7.SL.2.5:</u>	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
<u>LAFS.7.SL.2.6:</u>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “page 52” in the standard descriptor is from the adopted standards document that can be found here.</p>
<u>LAFS.7.W.1.1:</u>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and</p>

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	<p>clarify the relationships among claim(s), reasons, and evidence.</p> <ul style="list-style-type: none"> d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p><u>LAFS.7.W.1.2:</u></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<p><u>LAFS.7.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or

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	<p>characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
<u>LAFS.7.W.2.4:</u>	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.)
<u>LAFS.7.W.2.5:</u>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “page 52” in the standard descriptor is from the adopted standards document that can be found <u>here</u>.</p>
<u>LAFS.7.W.2.6:</u>	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
<u>LAFS.7.W.3.7:</u>	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
<u>LAFS.7.W.3.8:</u>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<u>LAFS.7.W.3.9:</u>	Draw evidence from literary or informational texts to support

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	<p>analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
<p><u>LAFS.7.W.4.10:</u></p>	<p>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>



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Course: M/J Journalism 1- 1006000

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4919>

BASIC INFORMATION

Course Number:	1006000
Grade Levels:	6,7,8
Grade Level(s):	6
Keyword:	Grades 6 to 8 Education Courses, 6-8, 6 To 8, Grades six To eight Education Courses, six to eight, grades six - eight, Middle, Language Arts, Media, M/J Journalism 1, M/J JOURN 1, Journalism, M/J
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Language Arts SubSubject: Media
Course Title:	M/J Journalism 1
Course Abbreviated Title:	M/J JOURN 1
Course length:	Year (Y)
Course Type:	Elective
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	The purpose of this course is to enable grade 6 students to

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	<p>develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media. Some activities may be required outside of the school day.</p>
<p>General Notes:</p>	<p>Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).
<p>Version Requirements:</p>	<p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • demonstrating entry-level skills in telling stories and providing reports and choosing appropriate platforms/mediums of print, multimedia, online, and broadcast/radio • demonstrating fundamental skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media • using fundamental research skills and networking formats collaboration amongst peers, especially during the drafting and practicing stages • demonstrating awareness of the varied careers within the multiple formats of 21st century journalism

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STANDARDS (27)

The College and Career Readiness (CCR) anchor standards and grade-specific standards 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.

Reading Literature

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.

Reading Informational Text

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.

Writing

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.

Speaking and Listening

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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Language

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. [* Indicates standard may be addressed again in higher grades at a more rigorous level of study.]

Additional Requirements:

The following Common Core State Standards for Mathematical Practices (MP) are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

HE.6.C.2.5:	Examine how media influences peer and community health behaviors. Remarks/Examples Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.
LAFS.6.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LAFS.6.L.1.2:	Demonstrate command of the conventions of standard English

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	<p>capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.
<p><u>LAFS.6.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style b. Maintain consistency in style and tone.
<p><u>LAFS.6.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult 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 or its part of speech. d. 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).
<p><u>LAFS.6.L.3.5:</u></p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g., personification) in context.

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	<ul style="list-style-type: none"> b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).
<u>LAFS.6.L.3.6:</u>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<u>LAFS.6.RI.3.7:</u>	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<u>LAFS.6.RI.3.8:</u>	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.RL.1.2:</u>	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<u>LAFS.6.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
<u>LAFS.6.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the

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	<p>topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.6.SL.2.6:	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “page 52” in the standard descriptor is from the adopted standards document that can be found here.</p>
LAFS.6.W.1.1:	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p>

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	<p>e. Provide a concluding statement or section that follows from the argument presented.</p>
<p><u>LAFS.6.W.1.2:</u></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.
<p><u>LAFS.6.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive

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	<p>details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
LAFS.6.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.)
LAFS.6.W.2.5:	<p>With some 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 6 on page 52.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “page 52” in the standard descriptor is from the adopted standards document that can be found here.</p>
LAFS.6.W.2.6:	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 three pages in a single sitting.
LAFS.6.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LAFS.6.W.3.8:	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LAFS.6.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes</p>

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	<p>and topics”).</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>
<p><u>LAFS.6.W.4.10:</u></p>	<p>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>



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Course: M/J Developmental Language Arts Through ESOL - Reading- 1002181

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3804>

BASIC INFORMATION

Course Number:	1002181
Grade Levels:	6,7,8
Keyword:	Grades 6 to 8 Education Courses, 6-8, 6 To 8, Grades six To eight Education Courses, six to eight, grades six - eight, Middle, Language Arts, English For Speakers Of Other Languages, M/J Developmental Language Arts - Reading, M/J DEV LA READ, M/J
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Language Arts</p> <p>SubSubject: English for Speakers of Other Languages</p>
Course Title:	M/J Developmental Language Arts Through ESOL - Reading
Course Abbreviated Title:	M/J DE LA ESOL-READ
Number of Credits:	Multiple Credit (more than 1 credit)
Course length:	Year (Y)
Course Type:	Elective
Status:	Draft - Board Approval Pending
Course Size?	Yes

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<p>Version Description:</p>	<p>The purpose of this course is to enable middle school students who are native speakers of languages other than English instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write middle grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.</p> <p>The multiple credit courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade level and/or instructional needs.</p>
<p>General Notes:</p>	<p>General Notes:</p> <p>The course includes, but is not limited to, the following:</p> <ul style="list-style-type: none"> • determining central ideas or themes of a text and analyzing their development as well as summarizing the key supporting details and ideas; • interpreting words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzing how specific word choices shape meaning or tone; • analyzing the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole; • integrating and evaluating content presented in diverse

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formats and media, including visually and quantitatively, as well as in words;

- delineating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the source, relevance and sufficiency of the evidence;
- analyzing how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take;
- writing in response to reading, emulating authors' structures, word choices, styles, etc.

Additional Notes: Students entering the upper grades who are not reading and writing on grade level have a variety of intervention needs. No single program or strategy can be successful in remediating the needs of all students. The intervention course should require that students increase the amount and complexity of text they read and write independently throughout the school year to ensure students have enough exposure to various text structures and academic vocabulary to develop skills necessary for college and career readiness.

It is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of literacy skills in older readers.

The following practices should be incorporated in the course:

1. Scaffolding of close reading is provided but does not preempt or replace text.
2. Systematic instruction in vocabulary is provided.
3. Explicit instruction in applying grammatical structures and conventions is provided.
4. Student independence is cultivated.

Special Notes:

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend

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longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Achievement on standardized tests assessing reading and writing skills is a reflection of students' confidence and competence in reading. Therefore, instruction throughout the school year should ensure students possess the ability to read and comprehend difficult texts and perform challenging tasks associated with those texts. Time spent engaging students in practice tests should be limited, given most students' vast experiences with standardized tests and the relatively small role that knowledge of test format plays in student test performance.

In those instances when this course is repeated, the content should be differentiated based on reliable and valid assessment data. If repeated, the required level of student proficiency should increase. 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.

The College and Career Readiness (CCR) standards and grade-specific standards 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

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develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.

STANDARDS (93)

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.

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.

Writing

Standard 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.

Speaking and Listening

Standard 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.

Language

Standard 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 standards and retain or further develop skills and understandings

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mastered in preceding grades. The following standards may be addressed again in higher grades at a more rigorous level of study:

Blended Curriculum: *The Common Core State Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida's transition to the Common Core State Standards, the following Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These standards are implicitly interwoven into several of the Common Core State Standards; however, due to this rigorous, deeply embedded design, each one is explicitly listed here to ensure their inclusion in the English language arts curriculum for the 2013-2014 school year. All other FCAT- assessed NGSS standards are clearly taught in the CCSS.*

<u>LA.6.1.7.4:</u>	The student will identify cause-and-effect relationships in text;
<u>LA.6.1.7.5:</u>	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;
<u>LA.6.2.2.1:</u>	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);
<u>LA.7.1.7.4:</u>	The student will identify cause-and-effect relationships in text;
<u>LA.7.1.7.5:</u>	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;
<u>LA.7.2.2.1:</u>	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);
<u>LA.8.1.7.4:</u>	The student will identify cause-and-effect relationships in text;
<u>LA.8.1.7.5:</u>	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;
<u>LA.8.2.2.1:</u>	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents,

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	headings, captions, bold print, italics, glossaries, indices, key/guide words);
<u>LAFS.6.L.3.4:</u>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). Consult 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 or its part of speech. 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).
<u>LAFS.6.L.3.5:</u>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).
<u>LAFS.6.L.3.6:</u>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<u>LAFS.6.RI.1.1:</u>	Cite textual evidence to support analysis of what the text says

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	explicitly as well as inferences drawn from the text.
<u>LAFS.6.RI.1.2:</u>	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<u>LAFS.6.RI.1.3:</u>	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<u>LAFS.6.RI.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<u>LAFS.6.RI.2.5:</u>	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
<u>LAFS.6.RI.2.6:</u>	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
<u>LAFS.6.RI.3.7:</u>	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<u>LAFS.6.RI.3.8:</u>	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.RI.3.9:</u>	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
<u>LAFS.6.RI.4.10:</u>	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.6.RL.1.1:</u>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.6.RL.1.2:</u>	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<u>LAFS.6.RL.1.3:</u>	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

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<u>LAFS.6.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
<u>LAFS.6.RL.2.5:</u>	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
<u>LAFS.6.RL.2.6:</u>	Explain how an author develops the point of view of the narrator or speaker in a text.
<u>LAFS.6.RL.3.7:</u>	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
<u>LAFS.6.RL.3.9:</u>	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
<u>LAFS.6.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.6.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection

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	and paraphrasing.
<u>LAFS.6.SL.1.2:</u>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<u>LAFS.6.W.3.7:</u>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
<u>LAFS.6.W.3.8:</u>	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<u>LAFS.6.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
<u>LAFS.6.W.4.10:</u>	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.
<u>LAFS.7.L.3.4:</u>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as

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	<p>a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p> <p>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 or its part of speech.</p> <p>d. 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).</p>
<p><u>LAFS.7.L.3.5:</u></p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>
<p><u>LAFS.7.L.3.6:</u></p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><u>LAFS.7.RI.1.1:</u></p>	<p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p><u>LAFS.7.RI.1.2:</u></p>	<p>Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>
<p><u>LAFS.7.RI.1.3:</u></p>	<p>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>

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<u>LAFS.7.RI.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<u>LAFS.7.RI.2.5:</u>	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
<u>LAFS.7.RI.2.6:</u>	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
<u>LAFS.7.RI.3.7:</u>	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
<u>LAFS.7.RI.3.8:</u>	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
<u>LAFS.7.RI.3.9:</u>	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
<u>LAFS.7.RI.4.10:</u>	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.7.RL.1.1:</u>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.7.RL.1.2:</u>	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
<u>LAFS.7.RL.1.3:</u>	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
<u>LAFS.7.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

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<u>LAFS.7.RL.2.5:</u>	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
<u>LAFS.7.RL.2.6:</u>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<u>LAFS.7.RL.3.7:</u>	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
<u>LAFS.7.RL.3.9:</u>	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
<u>LAFS.7.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.7.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
<u>LAFS.7.SL.1.2:</u>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally)

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	and explain how the ideas clarify a topic, text, or issue under study.
<u>LAFS.7.W.3.7:</u>	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
<u>LAFS.7.W.3.8:</u>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<u>LAFS.7.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
<u>LAFS.7.W.4.10:</u>	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.
<u>LAFS.8.L.3.4:</u>	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>,

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	<p><i>recede, secede</i>).</p> <ul style="list-style-type: none"> 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 or its part of speech. d. 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).
<p><u>LAFS.8.L.3.5:</u></p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).
<p><u>LAFS.8.L.3.6:</u></p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><u>LAFS.8.RI.1.1:</u></p>	<p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p><u>LAFS.8.RI.1.2:</u></p>	<p>Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>
<p><u>LAFS.8.RI.1.3:</u></p>	<p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>
<p><u>LAFS.8.RI.2.4:</u></p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;</p>

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	analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<u>LAFS.8.RI.2.5:</u>	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
<u>LAFS.8.RI.2.6:</u>	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
<u>LAFS.8.RI.3.7:</u>	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
<u>LAFS.8.RI.3.8:</u>	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
<u>LAFS.8.RI.3.9:</u>	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
<u>LAFS.8.RI.4.10:</u>	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
<u>LAFS.8.RL.1.1:</u>	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.8.RL.1.2:</u>	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
<u>LAFS.8.RL.1.3:</u>	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
<u>LAFS.8.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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<u>LAFS.8.RL.2.5:</u>	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
<u>LAFS.8.RL.2.6:</u>	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
<u>LAFS.8.RL.3.7:</u>	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
<u>LAFS.8.RL.3.9:</u>	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
<u>LAFS.8.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
<u>LAFS.8.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<u>LAFS.8.SI.1.2:</u>	Analyze the purpose of information presented in diverse media

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	and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<u>LAFS.8.W.3.7:</u>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<u>LAFS.8.W.3.8:</u>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<u>LAFS.8.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
<u>LAFS.8.W.4.10:</u>	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.

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	headings, captions, bold print, italics, glossaries, indices, key/guide words);
<u>LAFS.6.L.1.2:</u>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.
<u>LAFS.6.L.2.3:</u>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style b. Maintain consistency in style and tone.
<u>LAFS.6.L.3.4:</u>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult 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 or its part of speech. d. 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).
<u>LAFS.7.RL.1.3:</u>	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

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<u>LAFS.6.L.3.5:</u>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).
<u>LAFS.6.L.3.6:</u>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<u>LAFS.6.RI.1.1:</u>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.6.RI.1.2:</u>	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<u>LAFS.6.RI.1.3:</u>	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<u>LAFS.6.RI.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<u>LAFS.6.RI.2.5:</u>	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
<u>LAFS.6.RI.2.6:</u>	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
<u>LAFS.6.RI.3.7:</u>	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<u>LAFS.6.RI.3.8:</u>	Trace and evaluate the argument and specific claims in a text,

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	distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.RI.3.9:</u>	Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
<u>LAFS.6.RI.4.10:</u>	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.6.RL.1.1:</u>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.6.RL.1.2:</u>	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<u>LAFS.6.RL.1.3:</u>	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
<u>LAFS.6.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
<u>LAFS.6.RL.2.5:</u>	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
<u>LAFS.6.RL.2.6:</u>	Explain how an author develops the point of view of the narrator or speaker in a text.
<u>LAFS.6.RL.3.7:</u>	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
<u>LAFS.6.RL.3.9:</u>	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
<u>LAFS.6.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity

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	band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.6.SL.1.1:</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<u>LAFS.6.SL.1.2:</u>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<u>LAFS.6.SL.1.3:</u>	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.SL.2.4:</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.6.SL.2.5:</u>	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
<u>LAFS.6.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)

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	<p>Remarks/Examples</p> <p>Note: The referenced “page 52” in the standard descriptor is from the adopted standards document that can be found here.</p>
<p>LAFS.6.W.1.1:</p>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
<p>LAFS.6.W.1.2:</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows

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	from the information or explanation presented.
<u>LAFS.6.W.1.3:</u>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.
<u>LAFS.6.W.2.4:</u>	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.)
<u>LAFS.6.W.2.5:</u>	<p>With some 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 6 on page 52.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “page 52” in the standard descriptor is from the adopted standards document that can be found <u>here</u>.</p>
<u>LAFS.6.W.2.6:</u>	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others;

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	demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
<u>LAFS.6.W.3.7:</u>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
<u>LAFS.6.W.3.8:</u>	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<u>LAFS.6.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
<u>LAFS.6.W.4.10:</u>	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.
<u>LAFS.7.L.1.2:</u>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie but not He wore an old[,] green shirt</i>). b. Spell correctly.
<u>LAFS.7.1.2.3:</u>	Use knowledge of language and its conventions when writing.

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	<p>speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<p><u>LAFS.7.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). 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 or its part of speech. d. 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).
<p><u>LAFS.7.L.3.5:</u></p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).

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<u>LAFS.7.L.3.6:</u>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<u>LAFS.7.RI.1.1:</u>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.7.RI.1.2:</u>	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
<u>LAFS.7.RI.1.3:</u>	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
<u>LAFS.7.RI.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<u>LAFS.7.RI.2.5:</u>	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
<u>LAFS.7.RI.2.6:</u>	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
<u>LAFS.7.RI.3.7:</u>	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
<u>LAFS.7.RI.3.8:</u>	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
<u>LAFS.7.RI.3.9:</u>	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
<u>LAFS.7.RI.4.10:</u>	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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<u>LAFS.7.RL.1.1:</u>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.7.RL.1.2:</u>	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
<u>LAFS.7.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
<u>LAFS.7.RL.2.5:</u>	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
<u>LAFS.7.RL.2.6:</u>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<u>LAFS.7.RL.3.7:</u>	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
<u>LAFS.7.RL.3.9:</u>	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
<u>LAFS.7.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.7.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual

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	<p>roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>
<u>LAFS.7.SL.1.2:</u>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.7.SL.2.5:</u>	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
<u>LAFS.7.SL.2.6:</u>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p>Remarks/Examples</p> <p>Note: The referenced "page 52" in the standard descriptor is from the adopted standards document that can be found <u>here</u>.</p>
<u>LAFS.7.W.1.1:</u>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant</p>

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	<p>evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <ul style="list-style-type: none"> c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p><u>LAFS.7.W.1.2:</u></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<p><u>LAFS.7.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds

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	<p>naturally and logically.</p> <ul style="list-style-type: none"> b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
<u>LAFS.7.W.2.4:</u>	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.)
<u>LAFS.7.W.2.5:</u>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “page 52” in the standard descriptor is from the adopted standards document that can be found here.</p>
<u>LAFS.7.W.2.6:</u>	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
<u>LAFS.7.W.3.7:</u>	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
<u>LAFS.7.W.3.8:</u>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and

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	conclusions of others while avoiding plagiarism and following a standard format for citation.
<u>LAFS.7.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
<u>LAFS.7.W.4.10:</u>	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.
<u>LAFS.8.L.1.2:</u>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
<u>LAFS.8.L.2.3:</u>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

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<p><u>LAFS.8.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>). 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 or its part of speech. d. 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).
<p><u>LAFS.8.L.3.5:</u></p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).
<p><u>LAFS.8.L.3.6:</u></p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><u>LAFS.8.RI.1.1:</u></p>	<p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>

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<u>LAFS.8.RI.1.2:</u>	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
<u>LAFS.8.RI.1.3:</u>	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
<u>LAFS.8.RI.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<u>LAFS.8.RI.2.5:</u>	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
<u>LAFS.8.RI.2.6:</u>	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
<u>LAFS.8.RI.3.7:</u>	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
<u>LAFS.8.RI.3.8:</u>	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
<u>LAFS.8.RI.3.9:</u>	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
<u>LAFS.8.RI.4.10:</u>	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
<u>LAFS.8.RL.1.1:</u>	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.8.RL.1.2:</u>	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an

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	objective summary of the text.
<u>LAFS.8.RL.1.3:</u>	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
<u>LAFS.8.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<u>LAFS.8.RL.2.5:</u>	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
<u>LAFS.8.RL.2.6:</u>	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
<u>LAFS.8.RL.3.7:</u>	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
<u>LAFS.8.RL.3.9:</u>	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
<u>LAFS.8.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
<u>LAFS.8.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

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	<p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
<u>LAFS.8.SL.1.2:</u>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<u>LAFS.8.SL.1.3:</u>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<u>LAFS.8.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.8.SL.2.5:</u>	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
<u>LAFS.8.SL.2.6:</u>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p>Remarks/Examples</p> <p>Note: The referenced "page 52" in the standard descriptor is from the adopted standards document that can be found <u>here</u>.</p>
<u>LAFS.8.W.1.1:</u>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>

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	<ul style="list-style-type: none"> b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p><u>LAFS.8.W.1.2:</u></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<p><u>LAFS.8.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds

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	<p>naturally and logically.</p> <ul style="list-style-type: none"> b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
LAFS.8.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.)
LAFS.8.W.2.5:	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “page 52” in the standard descriptor is from the adopted standards document that can be found here.</p>
LAFS.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LAFS.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital

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	sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<u>LAFS.8.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
<u>LAFS.8.W.4.10:</u>	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.



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Course: M/J Language Arts 3 Through ESOL-1002020

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3807>

BASIC INFORMATION

Course Number:	1002020
Grade Levels:	6,7,8
Keyword:	Grades 6 to 8 Education Courses, 6-8, 6 To 8, Grades six To eight Education Courses, six to eight, grades six - eight, Middle, Language Arts, English, M/J Language Arts 3 Through ESOL, M/J LANG ARTS 3 ESOL, ESOL, M/J
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Language Arts</p> <p>SubSubject: English</p>
Course Title:	M/J Language Arts 3 Through ESOL
Course Abbreviated Title:	M/J LANG ARTS 3 ESOL
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	The purpose of this course is to enable students who are native

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	<p>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 content and activities using texts of high complexity to ensure college and career preparation and readiness.</p>
<p>General Notes:</p>	<p>General Notes: The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn • analysis of literature and informational texts from varied literary periods to examine: <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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 <p>Special Notes:</p> <p>Instructional Practices: Teaching from well-written, grade-level</p>

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instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

The College and Career Readiness (CCR) anchor standards and grade-specific standards 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.

STANDARDS (53)

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*

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preceding grades.

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.*

Writing

***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.*

Speaking and Listening

***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.*

Language

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. **The following standards may be addressed again in higher grades at a more rigorous level of study: LAFS.8.L.1.1d.

Additional Requirements:

The following Common Core State Standards for Mathematical Practices are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Blended Curriculum: *The Common Core State Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida's transition to the Common Core State Standards, the following three Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These three standards are implicitly interwoven into several of the Common Core State Standards; however, due to this rigorous, deeply embedded design, each one is*

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explicitly listed here to ensure their inclusion in the English language arts curriculum for the 2013- 2014 school year.

<p><u>HE.8.B.3.3:</u></p>	<p>Recommend a variety of technologies to gather health information. Remarks/Examples</p> <p>Glucose monitor, MRI, EKG, CAT-scan, scales [BMI], pedometer, Internet, and cell phone applications.</p>
<p><u>HE.8.B.4.1:</u></p>	<p>Illustrate skills necessary for effective communication with family, peers, and others to enhance health. Remarks/Examples</p> <p>Refusal skills, nonverbal communication, asking questions, “I” messages, assertiveness, negotiation, and making requests.</p>
<p><u>HE.8.B.4.3:</u></p>	<p>Examine the possible causes of conflict among youth in schools and communities. Remarks/Examples</p> <p>Relationships, territory, jealousy, and gossip/rumors.</p>
<p><u>HE.8.B.4.4:</u></p>	<p>Compare and contrast ways to ask for and offer assistance to enhance the health of self and others. Remarks/Examples</p> <p>Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.</p>
<p><u>HE.8.B.5.1:</u></p>	<p>Determine when health-related situations require the application of a thoughtful prepared plan of action. Remarks/Examples</p> <p>Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.</p>
<p><u>HE.8.C.1.2:</u></p>	<p>Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual. Remarks/Examples</p>

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	Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.
HE.8.C.2.5:	<p>Research marketing strategies behind health-related media messages.</p> <p>Remarks/Examples</p> <p>Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.</p>
LA.8.1.7.4:	The student will identify cause-and-effect relationships in text;
LA.8.1.7.5:	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;
LA.8.2.2.1:	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);
LAFS.8.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.
LAFS.8.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a

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	<p>pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p>
<p><u>LAFS.8.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>
<p><u>LAFS.8.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>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 or its part of speech.</p> <p>d. 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).</p>
<p><u>LAFS.8.L.3.5:</u></p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p>

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	<p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>
<u>LAFS.8.L.3.6:</u>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<u>LAFS.8.RI.1.1:</u>	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.8.RI.1.2:</u>	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
<u>LAFS.8.RI.1.3:</u>	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
<u>LAFS.8.RI.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<u>LAFS.8.RI.2.5:</u>	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
<u>LAFS.8.RI.2.6:</u>	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
<u>LAFS.8.RI.3.7:</u>	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
<u>LAFS.8.RI.3.8:</u>	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is

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	introduced.
<u>LAFS.8.RI.3.9:</u>	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
<u>LAFS.8.RI.4.10:</u>	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
<u>LAFS.8.RL.1.1:</u>	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.8.RL.1.2:</u>	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
<u>LAFS.8.RL.1.3:</u>	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
<u>LAFS.8.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<u>LAFS.8.RL.2.5:</u>	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
<u>LAFS.8.RL.2.6:</u>	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
<u>LAFS.8.RL.3.7:</u>	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
<u>LAFS.8.RL.3.9:</u>	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

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<u>LAFS.8.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
<u>LAFS.8.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<u>LAFS.8.SL.1.2:</u>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<u>LAFS.8.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<u>LAFS.8.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.8.SL.2.5:</u>	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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<p><u>LAFS.8.SL.2.6:</u></p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.) Remarks/Examples</p> <p>Note: The referenced “page 52” in the standard descriptor is from the adopted standards document that can be found <u>here</u>.</p>
<p><u>LAFS.8.W.1.1:</u></p>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p><u>LAFS.8.W.1.2:</u></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

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	<ul style="list-style-type: none"> d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<p><u>LAFS.8.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
<p><u>LAFS.8.W.2.4:</u></p>	<p>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.)</p>
<p><u>LAFS.8.W.2.5:</u></p>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language</p>

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	standards 1–3 up to and including grade 8 on page 52.) Remarks/Examples
	Note: The referenced “page 52” in the standard descriptor is from the adopted standards document that can be found here .
LAFS.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LAFS.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.8.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
LAFS.8.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.
SS.8.C.1.5:	Apply the rights and principles contained in the Constitution and

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	Bill of Rights to the lives of citizens today.
<u>SS.8.C.1.6:</u>	Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.



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Course: M/J Language Arts 3, Advanced-1001080

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3719>

BASIC INFORMATION

Course Number:	1001080
Grade Levels:	6,7,8
Keyword:	Grades 6 to 8 Education Courses, 6-8, 6 To 8, Grades six To eight Education Courses, six to eight, grades six - eight, Middle, Language Arts, English, M/J Language Arts 3, Advanced, M/J LANG ARTS 3, ADV
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Language Arts</p> <p>SubSubject: English</p>
Course Title:	M/J Language Arts 3, Advanced
Course Abbreviated Title:	M/J LANG ARTS 3, ADV
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	Course Description: The purpose of this course is to provide

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	<p>grade 8 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.</p> <p>Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p>
<p>General Notes:</p>	<p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • active reading of varied texts for what they say explicitly, as well as the logical inferences drawn • analysis of literature and informational texts from varied literary periods to examine: <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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

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emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions

- collaboration amongst peers

Special Notes:

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

The Core Curriculum anchor standards and grade-specific standards 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.

STANDARDS (52)

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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.

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.

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.

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.

*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. **The following standards may be addressed again in higher grades at a more rigorous level of study: LAFS.8.L.1.1d***

Additional Requirements:

The following Common Core State Standards for Mathematical Practices are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Blended Curriculum: *The Common Core State Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida's transition to the Common Core State Standards, the following three Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school*

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year. These three standards are implicitly interwoven into several of the Common Core State Standards; however, due to this rigorous, deeply embedded design, each one is explicitly listed here to ensure their inclusion in the English language arts curriculum for the 2013- 2014 school year. All other FCAT- assessed NGSS standards are clearly taught in the CCSS.

<p><u>HE.8.B.4.1:</u></p>	<p>Illustrate skills necessary for effective communication with family, peers, and others to enhance health. Remarks/Examples</p> <p>Refusal skills, nonverbal communication, asking questions, “I” messages, assertiveness, negotiation, and making requests.</p>
<p><u>HE.8.B.4.3:</u></p>	<p>Examine the possible causes of conflict among youth in schools and communities. Remarks/Examples</p> <p>Relationships, territory, jealousy, and gossip/rumors.</p>
<p><u>HE.8.B.4.4:</u></p>	<p>Compare and contrast ways to ask for and offer assistance to enhance the health of self and others. Remarks/Examples</p> <p>Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.</p>
<p><u>HE.8.B.5.1:</u></p>	<p>Determine when health-related situations require the application of a thoughtful prepared plan of action. Remarks/Examples</p> <p>Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.</p>
<p><u>HE.8.C.1.2:</u></p>	<p>Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual. Remarks/Examples</p> <p>Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional</p>

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	health.
<u>HE.8.C.2.5:</u>	<p>Research marketing strategies behind health-related media messages.</p> <p>Remarks/Examples</p> <p>Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.</p>
<u>LA.8.1.7.4:</u>	The student will identify cause-and-effect relationships in text;
<u>LA.8.1.7.5:</u>	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;
<u>LA.8.2.2.1:</u>	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);
<u>LAFS.8.L.1.1:</u>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.
<u>LAFS.8.L.1.2:</u>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission.

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Course: M/J Language Arts 2 Through ESOL-1002010

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3799>

BASIC INFORMATION

Course Number:	1002010
Grade Levels:	6,7,8
Keyword:	Grades 6 to 8 Education Courses, 6-8, 6 To 8, Grades six To eight Education Courses, six to eight, grades six - eight, Middle, Language Arts, English, M/J Language Arts 2 Through ESOL, M/J LANG ARTS 2 ESOL, ESOL, M/J
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Language Arts SubSubject: English
Course Title:	M/J Language Arts 2 Through ESOL
Course Abbreviated Title:	M/J LANG ARTS 2 ESOL
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	The purpose of this course is to enable students who are native

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	<p>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 content and activities using texts of high complexity to ensure college and career preparation and readiness.</p>
<p>General Notes:</p>	<p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn • analysis of literature and informational texts from varied literary periods to examine: <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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 <p>Special Notes:</p> <p>Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area</p>

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knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

The College and Career Readiness (CCR) anchor standards and grade-specific standards 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.

STANDARDS (54)

Reading Literature

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.

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Reading Literature

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.

Writing

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.

Speaking and Listening

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.

Language

*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. **The following standards may be addressed again in higher grades at a more rigorous level of study: LASF.7.L.1.1c, LASF.L.2.3a***

Additional Requirements:

The following Common Core State Standards for Mathematical Practices are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Blended Curriculum: *The Common Core State Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida's transition to the Common Core State Standards, the following three Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These three standards are implicitly interwoven into several of the Common Core State Standards; however, due to this rigorous, deeply embedded design, each one is*

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explicitly listed here to ensure their inclusion in the English language arts curriculum for the 2013- 2014 school year.

<p><u>HE.7.B.3.3:</u></p>	<p>Compare a variety of technologies to gather health information. Remarks/Examples</p> <p>WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician’s office equipment, and mobile diagnostic imaging vs. hospital MRI.</p>
<p><u>HE.7.B.4.1:</u></p>	<p>Apply effective communication skills when interacting with others to enhance health. Remarks/Examples</p> <p>Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.</p>
<p><u>HE.7.B.4.2:</u></p>	<p>Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks. Remarks/Examples</p> <p>Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.</p>
<p><u>HE.7.B.4.3:</u></p>	<p>Articulate the possible causes of conflict among youth in schools and communities. Remarks/Examples</p> <p>Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.</p>
<p><u>HE.7.B.4.4:</u></p>	<p>Demonstrate how to ask for assistance to enhance the health of self and others. Remarks/Examples</p> <p>“I” messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.</p>
<p><u>HE.7.B.5.1:</u></p>	<p>Predict when health-related situations require the application of</p>

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	<p>a thoughtful decision-making process.</p> <p>Remarks/Examples</p> <p>Prescription drug use/abuse, riding in a vehicle with an underage driver, selecting nutritious foods, mental-health issues, determining whether a relationship is healthy, sexual activity/abstinence, and cheating.</p>
<u>HE.7.C.1.2:</u>	<p>Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated.</p> <p>Remarks/Examples</p> <p>Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.</p>
<u>HE.7.C.2.5:</u>	<p>Analyze how messages from media influence health behaviors.</p> <p>Remarks/Examples</p> <p>Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life- threatening stunts.</p>
<u>LA.7.1.7.4:</u>	<p>The student will identify cause-and-effect relationships in text;</p>
<u>LA.7.1.7.5:</u>	<p>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;</p>
<u>LA.7.2.2.1:</u>	<p>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);</p>
<u>LASF.7.L.1.1:</u>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

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	<p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>
<p><u>LASF.7.L.1.2:</u></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie but not He wore an old[,] green shirt</i>).</p> <p>b. Spell correctly.</p>
<p><u>LASF.7.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>
<p><u>LASF.7.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p> <p>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 or its part of speech.</p> <p>d. 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).</p>

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<u>LASF.7.L.3.5:</u>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).
<u>LASF.7.L.3.6:</u>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<u>LASF.7.RI.1.1:</u>	<p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<u>LASF.7.RI.1.2:</u>	<p>Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>
<u>LASF.7.RI.1.3:</u>	<p>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>
<u>LASF.7.RI.2.4:</u>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>
<u>LASF.7.RI.2.5:</u>	<p>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>
<u>LASF.7.RI.2.6:</u>	<p>Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>

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<u>LASF.7.RI.3.7:</u>	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
<u>LASF.7.RI.3.8:</u>	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
<u>LASF.7.RI.3.9:</u>	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
<u>LASF.7.RI.4.10:</u>	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LASF.7.RL.1.1:</u>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LASF.7.RL.1.2:</u>	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
<u>LASF.7.RL.1.3:</u>	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
<u>LASF.7.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
<u>LASF.7.RL.2.5:</u>	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
<u>LASF.7.RL.2.6:</u>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<u>LASF.7.RL.3.7:</u>	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
<u>LASF.7.RI.3.9:</u>	Compare and contrast a fictional portrayal of a time, place, or

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	character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
<u>LASF.7.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LASF.7.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
<u>LASF.7.SL.1.2:</u>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<u>LASF.7.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LASF.7.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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LASF.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LASF.7.SL.2.6:	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “page 52” in the standard descriptor is from the adopted standards document that can be found here.</p>
LASF.7.W.1.1:	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.
LASF.7.W.1.2:	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and

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	<p>examples.</p> <ul style="list-style-type: none"> c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<p><u>LASF.7.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
<p><u>LASF.7.W.2.4:</u></p>	<p>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.)</p>
<p><u>LASF.7.W.2.5:</u></p>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well</p>

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	<p>purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “page 52” in the standard descriptor is from the adopted standards document that can be found here.</p>
<p>LASF.7.W.2.6:</p>	<p>Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>
<p>LASF.7.W.3.7:</p>	<p>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>
<p>LASF.7.W.3.8:</p>	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
<p>LASF.7.W.3.9:</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
<p>LASF.7.W.4.10:</p>	<p>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>

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<u>SS.7.C.2.11:</u>	Analyze media and political communications (bias, symbolism, propaganda).
<u>SS.7.C.2.13:</u>	Examine multiple perspectives on public and current issues.



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Course: M/J Language Arts 1 Through ESOL-1002000

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3795>

BASIC INFORMATION

Course Number:	1002000
Grade Levels:	6,7,8
Keyword:	Grades 6 to 8 Education Courses, 6-8, 6 To 8, Grades six To eight Education Courses, six to eight, grades six - eight, Middle, Language Arts, English, M/J Language Arts 1 Through ESOL, M/J LANG ARTS 1 ESOL, M/J, ESOL
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Language Arts</p> <p>SubSubject: English</p>
Course Title:	M/J Language Arts 1 Through ESOL
Course Abbreviated Title:	M/J LANG ARTS 1 ESOL
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	The purpose of this course is to enable middle school students who are native speakers

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	<p>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 content and activities using texts of high complexity to ensure college and career preparation and readiness.</p>
<p>General Notes:</p>	<p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn • analysis of literature and informational texts from varied literary periods to examine: <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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 (short and longer research) using text based claims and evidence • 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 <p>Special Notes:</p> <p>Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose.</p>

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Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

The College and Career Readiness (CCR) anchor standards and grade-specific standards 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.

STANDARDS (53)

Reading Literature

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.

Reading Informational Text

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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.

Writing

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.

Speaking and Listening

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.

Language

*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. **The following standards may be addressed again in higher grades at a more rigorous level of study: LAFS.6.L.1.1c, LAFS.6.L.1.1d, LAFS.6.1.1e, LAFS.6.L.2.3a, LAFS.6.L.2.3b***

Additional Requirements:

The following Common Core State Standards for Mathematical Practices are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Blended Curriculum:

The Common Core State Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida's transition to the Common Core State Standards, the following three Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These three standards are implicitly interwoven into several of the Common Core State Standards; however, due to this rigorous, deeply embedded design, each one is explicitly listed here to ensure their inclusion in the English language arts curriculum for the 2013- 2014 school

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year.

<u>HE.6.B.3.3:</u>	Investigate a variety of technologies to gather health information. Remarks/Examples Thermometer, television, Internet, audio books, and technology tools.
<u>HE.6.B.4.1:</u>	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health. Remarks/Examples Role playing, short stories, and open-ended scenarios.
<u>HE.6.B.4.2:</u>	Practice refusal skills and negotiation skills to reduce health risks. Remarks/Examples Assertiveness, compromising, and use of "I" messages.
<u>HE.6.B.4.3:</u>	Demonstrate effective conflict-management and/or resolution strategies. Remarks/Examples Talk to an adult, anger management, and conflict mediation.
<u>HE.6.B.4.4:</u>	Compile ways to ask for assistance to enhance the health of self and others. Remarks/Examples Verbalize, write, and ask others for help.
<u>HE.6.B.5.1:</u>	Investigate health-related situations that require the application of a thoughtful decision-making process. Remarks/Examples Peer pressure, exposure to unsupervised firearms, and tobacco use.
<u>HE.6.C.1.2:</u>	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated. Remarks/Examples

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	Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.
<u>HE.6.C.2.5:</u>	Examine how media influences peer and community health behaviors. Remarks/Examples Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.
<u>LA.6.1.7.4:</u>	The student will identify cause-and-effect relationships in text;
<u>LA.6.1.7.5:</u>	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;
<u>LA.6.2.2.1:</u>	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);
<u>LAFS.6.L.1.1:</u>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<u>LAFS.6.L.1.2:</u>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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	<ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.
<p><u>LAFS.6.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style b. Maintain consistency in style and tone.
<p><u>LAFS.6.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult 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 or its part of speech. d. 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).
<p><u>LAFS.6.L.3.5:</u></p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g.,

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	<p>cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>
<u>LAFS.6.L.3.6:</u>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<u>LAFS.6.RI.1.1:</u>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.6.RI.1.2:</u>	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<u>LAFS.6.RI.1.3:</u>	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<u>LAFS.6.RI.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<u>LAFS.6.RI.2.5:</u>	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
<u>LAFS.6.RI.2.6:</u>	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
<u>LAFS.6.RI.3.7:</u>	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<u>LAFS.6.RI.3.8:</u>	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.RI.3.9:</u>	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

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<u>LAFS.6.RI.4.10:</u>	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.6.RL.1.1:</u>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.6.RL.1.2:</u>	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<u>LAFS.6.RL.1.3:</u>	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
<u>LAFS.6.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
<u>LAFS.6.RL.2.5:</u>	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
<u>LAFS.6.RL.2.6:</u>	Explain how an author develops the point of view of the narrator or speaker in a text.
<u>LAFS.6.RL.3.7:</u>	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
<u>LAFS.6.RL.3.9:</u>	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
<u>LAFS.6.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.6.W.3.9:</u>	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g.,

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	<p>“Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>
<p><u>LAFS.6.SL.1.1:</u></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>
<p><u>LAFS.6.SL.1.2:</u></p>	<p>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>
<p><u>LAFS.6.SL.1.3:</u></p>	<p>Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<p><u>LAFS.6.SL.2.4:</u></p>	<p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>

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<u>LAFS.6.SL.2.5:</u>	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
<u>LAFS.6.SL.2.6:</u>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “page 52” in the standard descriptor is from the adopted standards document that can be found here.</p>
<u>LAFS.6.W.1.1:</u>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
<u>LAFS.6.W.4.10:</u>	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.
<u>SS.6.C.2.1:</u>	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.
<u>LAFS.6.W.1.2:</u>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and

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	<p>information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <ol style="list-style-type: none"> b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.
<p><u>LAFS.6.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.
<p><u>LAFS.6.W.2.4:</u></p>	<p>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</p>

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	defined in standards 1–3 above.)
<u>LAFS.6.W.2.5:</u>	<p>With some 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 6 on page 52.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “page 52” in the standard descriptor is from the adopted standards document that can be found <u>here</u>.</p>
<u>LAFS.6.W.2.6:</u>	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 three pages in a single sitting.
<u>LAFS.6.W.3.7:</u>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
<u>LAFS.6.W.3.8:</u>	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.



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	<p>c. Spell correctly.</p>
<p><u>LAFS.8.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>
<p><u>LAFS.8.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>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 or its part of speech.</p> <p>d. 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).</p>
<p><u>LAFS.8.L.3.5:</u></p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p>

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	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).
<u>LAFS.8.L.3.6:</u>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<u>LAFS.8.RI.1.1:</u>	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.8.RI.1.2:</u>	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
<u>LAFS.8.RI.1.3:</u>	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
<u>LAFS.8.RI.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<u>LAFS.8.RI.2.5:</u>	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
<u>LAFS.8.RI.2.6:</u>	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
<u>LAFS.8.RI.3.7:</u>	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
<u>LAFS.8.RI.3.8:</u>	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

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<u>LAFS.8.RI.3.9:</u>	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
<u>LAFS.8.RI.4.10:</u>	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
<u>LAFS.8.RL.1.1:</u>	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.8.RL.1.2:</u>	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
<u>LAFS.8.RL.1.3:</u>	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
<u>LAFS.8.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<u>LAFS.8.RL.2.5:</u>	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
<u>LAFS.8.RL.2.6:</u>	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
<u>LAFS.8.RL.3.7:</u>	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
<u>LAFS.8.RL.3.9:</u>	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
<u>LAFS.8.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text

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	complexity band independently and proficiently.
<u>LAFS.8.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<u>LAFS.8.SL.1.2:</u>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<u>LAFS.8.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<u>LAFS.8.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.8.SL.2.5:</u>	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
<u>LAFS.8.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating

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	<p>command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “page 52” in the standard descriptor is from the adopted standards document that can be found here.</p>
<p>LAFS.8.W.1.1:</p>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p>LAFS.8.W.1.2:</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to

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	<p>inform about or explain the topic.</p> <ul style="list-style-type: none"> e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<p><u>LAFS.8.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
<p><u>LAFS.8.W.2.4:</u></p>	<p>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.)</p>
<p><u>LAFS.8.W.2.5:</u></p>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)</p>

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	<p>Remarks/Examples</p> <p>Note: The referenced “page 52” in the standard descriptor is from the adopted standards document that can be found here.</p>
LAFS.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LAFS.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.8.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
LAFS.8.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.
SS.8.C.1.5:	Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.

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SS.8.C.1.6:

Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.



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	<p>convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<p><u>LAFS.7.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the

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	narrated experiences or events.
LAFS.7.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.)
LAFS.7.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.) Remarks/Examples Note: The referenced “page 52” in the standard descriptor is from the adopted standards document that can be found here .
LAFS.7.W.2.6:	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LAFS.7.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.7.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction

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	(e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
<u>LAFS.7.W.4.10:</u>	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.
<u>LAFS.8.L.1.1:</u>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.
<u>LAFS.8.L.1.2:</u>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
<u>LAFS.8.L.2.3:</u>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to

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	fact).
<u>LAFS.8.L.3.4:</u>	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>). 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 or its part of speech. d. 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).
<u>LAFS.8.L.3.5:</u>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).
<u>LAFS.8.L.3.6:</u>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<u>LAFS.8.RI.1.1:</u>	<p>Cite the textual evidence that most strongly supports an analysis</p>

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	of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.8.RI.1.2:</u>	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
<u>LAFS.8.RI.1.3:</u>	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
<u>LAFS.8.RI.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<u>LAFS.8.RI.2.5:</u>	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
<u>LAFS.8.RI.2.6:</u>	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
<u>LAFS.8.RI.3.7:</u>	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
<u>LAFS.8.RI.3.8:</u>	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
<u>LAFS.8.RI.3.9:</u>	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
<u>LAFS.8.RI.4.10:</u>	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
<u>LAFS.8.RL.1.1:</u>	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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<u>LAFS.8.RL.1.2:</u>	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
<u>LAFS.8.RL.1.3:</u>	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
<u>LAFS.8.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<u>LAFS.8.RL.2.5:</u>	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
<u>LAFS.8.RL.2.6:</u>	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
<u>LAFS.8.RL.3.7:</u>	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
<u>LAFS.8.RL.3.9:</u>	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
<u>LAFS.8.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
<u>LAFS.8.SL.1.1:</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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Course: M/J Language Arts 3- 1001070

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3732>

BASIC INFORMATION

Course Number:	1001070
Grade Levels:	6,7,8
Keyword:	Grades 6 to 8 Education Courses, 6-8, 6 To 8, Grades six To eight Education Courses, six to eight, grades six - eight, Middle, Language Arts, English, M/J Language Arts 3, M/J LANG ARTS 3, M/J
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Language Arts SubSubject: English
Course Title:	M/J Language Arts 3
Course Abbreviated Title:	M/J LANG ARTS 3
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	The purpose of this course is to provide grade 8 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and

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	career preparation and readiness.
General Notes:	<p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn • analysis of literature and informational texts from varied literary periods to examine: <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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 <p>Special Notes:</p> <p>Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student</p>

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learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

The College and Career Readiness (CCR) anchor standards and grade-specific standards 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.

STANDARDS (52)

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.

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.

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

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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.

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.

*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. **The following standards may be addressed again in higher grades at a more rigorous level of study: LAFS.8.L.1.1d***

Additional Requirements:

The following Common Core State Standards for Mathematical Practices are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Blended Curriculum: *The Common Core State Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida's transition to the Common Core State Standards, the following three Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These three standards are implicitly interwoven into several of the Common Core State Standards; however, due to this rigorous, deeply embedded design, each one is explicitly listed here to ensure their inclusion in the English language arts curriculum for the 2013- 2014 school year. All other FCAT- assessed NGSS standards are clearly taught in the CCSS.*

<u>HE.8.B.4.1:</u>	<p>Illustrate skills necessary for effective communication with family, peers, and others to enhance health.</p> <p>Remarks/Examples</p> <p>Refusal skills, nonverbal communication, asking questions, “I” messages, assertiveness, negotiation, and making requests.</p>
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<u>HE.8.B.4.3:</u>	Examine the possible causes of conflict among youth in schools and communities. Remarks/Examples Relationships, territory, jealousy, and gossip/rumors.
<u>HE.8.B.4.4:</u>	Compare and contrast ways to ask for and offer assistance to enhance the health of self and others. Remarks/Examples Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.
<u>HE.8.B.5.1:</u>	Determine when health-related situations require the application of a thoughtful prepared plan of action. Remarks/Examples Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.
<u>HE.8.C.1.2:</u>	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual. Remarks/Examples Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.
<u>HE.8.C.2.5:</u>	Research marketing strategies behind health-related media messages. Remarks/Examples Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.
<u>LA.8.1.7.4:</u>	The student will identify cause-and-effect relationships in text;
<u>LA.8.1.7.5:</u>	The student will analyze a variety of text structures (e.g.,

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	comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<u>LA.8.2.2.1:</u>	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);
<u>LAFS.8.L.1.1:</u>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.
<u>LAFS.8.L.1.2:</u>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
<u>LAFS.8.L.2.3:</u>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

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<p><u>LAFS.8.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>). 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 or its part of speech. d. 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).
<p><u>LAFS.8.L.3.5:</u></p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).
<p><u>LAFS.8.L.3.6:</u></p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><u>LAFS.8.RI.1.1:</u></p>	<p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p><u>LAFS.8.RI.1.2:</u></p>	<p>Determine a central idea of a text and analyze its development</p>

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	over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
<u>LAFS.8.RI.1.3:</u>	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
<u>LAFS.8.RI.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<u>LAFS.8.RI.2.5:</u>	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
<u>LAFS.8.RI.2.6:</u>	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
<u>LAFS.8.RI.3.7:</u>	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
<u>LAFS.8.RI.3.8:</u>	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
<u>LAFS.8.RI.3.9:</u>	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
<u>LAFS.8.RI.4.10:</u>	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
<u>LAFS.8.RL.1.1:</u>	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.8.RL.1.2:</u>	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

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<u>LAFS.8.RL.1.3:</u>	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
<u>LAFS.8.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<u>LAFS.8.RL.2.5:</u>	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
<u>LAFS.8.RL.2.6:</u>	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
<u>LAFS.8.RL.3.7:</u>	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
<u>LAFS.8.RL.3.9:</u>	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
<u>LAFS.8.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
<u>LAFS.8.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with

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	<p>relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
<u>LAFS.8.SL.1.2:</u>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<u>LAFS.8.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<u>LAFS.8.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.8.SL.2.5:</u>	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
<u>LAFS.8.SL.2.6:</u>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “page 52” in the standard descriptor is from the adopted standards document that can be found <u>here</u>.</p>
<u>LAFS.8.W.1.1:</u>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and</p>

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	<p>demonstrating an understanding of the topic or text.</p> <ul style="list-style-type: none"> c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p><u>LAFS.8.W.1.2:</u></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<p><u>LAFS.8.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing,

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	<p>description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
<u>LAFS.8.W.2.4:</u>	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.)
<u>LAFS.8.W.2.5:</u>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “page 52” in the standard descriptor is from the adopted standards document that can be found <u>here</u>.</p>
<u>LAFS.8.W.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
<u>LAFS.8.W.3.7:</u>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<u>LAFS.8.W.3.8:</u>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and

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	conclusions of others while avoiding plagiarism and following a standard format for citation.
<u>LAFS.8.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
<u>LAFS.8.W.4.10:</u>	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.
<u>SS.8.C.1.5:</u>	Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
<u>SS.8.C.1.6:</u>	Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.



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Course: M/J Language Arts 2, Advanced-1001050

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3741>

BASIC INFORMATION

Course Number:	1001050
Grade Levels:	6,7,8
Keyword:	Grades 6 to 8 Education Courses, 6-8, 6 To 8, Grades six To eight Education Courses, six to eight, grades six - eight, Middle, Language Arts, English, M/J Language Arts 2, Advanced, M/J LANG ARTS 2, ADV
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Language Arts</p> <p>SubSubject: English</p>
Course Title:	M/J Language Arts 2, Advanced
Course Abbreviated Title:	M/J LANG ARTS 2, ADV
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	Course Description: The purpose of this course is to provide

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	<p>grade 7 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.</p> <p>Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p>
<p>General Notes:</p>	<p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn, analysis of literature and informational texts from varied literary periods to examine: • analysis of literature and informational texts from varied literary periods to examine: <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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

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- extended text discussions
- collaboration amongst peers

Special Notes:

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

The College and Career Readiness (CCR) anchor standards and grade-specific standards 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.

STANDARDS (54)

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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.

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.

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.

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.

*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. **The following standards may be addressed again in higher grades at a more rigorous level of study: LAFS.7.1.1c, LAFS.7.2.3a***

Additional Requirements:

The following Common Core State Standards for Mathematical Practices are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Blended Curriculum: *The Common Core State Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida's transition to the Common Core State Standards, the following three Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These three standards are implicitly interwoven into several of the Common Core*

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State Standards; however, due to this rigorous, deeply embedded design, each one is explicitly listed here to ensure their inclusion in the English language arts curriculum for the 2013- 2014 school year. All other FCAT- assessed NGSS standards are clearly taught in the CCSS.

<p><u>HE.7.B.3.3:</u></p>	<p>Compare a variety of technologies to gather health information. Remarks/Examples</p> <p>WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician’s office equipment, and mobile diagnostic imaging vs. hospital MRI.</p>
<p><u>HE.7.B.4.1:</u></p>	<p>Apply effective communication skills when interacting with others to enhance health. Remarks/Examples</p> <p>Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.</p>
<p><u>HE.7.B.4.2:</u></p>	<p>Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks. Remarks/Examples</p> <p>Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.</p>
<p><u>HE.7.B.4.3:</u></p>	<p>Articulate the possible causes of conflict among youth in schools and communities. Remarks/Examples</p> <p>Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.</p>
<p><u>HE.7.B.4.4:</u></p>	<p>Demonstrate how to ask for assistance to enhance the health of self and others. Remarks/Examples</p> <p>“I” messages, ask on behalf of a friend, written request, riding in</p>

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	a vehicle with someone who is intoxicated, and bullying.
<u>HE.7.B.5.1:</u>	<p>Predict when health-related situations require the application of a thoughtful decision-making process.</p> <p>Remarks/Examples</p> <p>Prescription drug use/abuse, riding in a vehicle with an underage driver, selecting nutritious foods, mental-health issues, determining whether a relationship is healthy, sexual activity/abstinence, and cheating.</p>
<u>HE.7.C.1.2:</u>	<p>Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated.</p> <p>Remarks/Examples</p> <p>Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.</p>
<u>HE.7.C.2.5:</u>	<p>Analyze how messages from media influence health behaviors.</p> <p>Remarks/Examples</p> <p>Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life-threatening stunts.</p>
<u>LA.7.1.7.4:</u>	The student will identify cause-and-effect relationships in text;
<u>LA.7.1.7.5:</u>	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;
<u>LA.7.2.2.1:</u>	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);
<u>LAFS.7.L.1.1:</u>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and</p>

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	<p>their function in specific sentences.</p> <ul style="list-style-type: none"> b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
<p><u>LAFS.7.L.1.2:</u></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie but not He wore an old[,] green shirt</i>). b. Spell correctly.
<p><u>LAFS.7.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<p><u>LAFS.7.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). 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 or its part of speech.

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	<p>d. 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).</p>
<u>LAFS.7.L.3.5:</u>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>
<u>LAFS.7.L.3.6:</u>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<u>LAFS.7.RI.1.1:</u>	<p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<u>LAFS.7.RI.1.2:</u>	<p>Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>
<u>LAFS.7.RI.1.3:</u>	<p>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>
<u>LAFS.7.RI.2.4:</u>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>
<u>LAFS.7.RI.2.5:</u>	<p>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>

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<u>LAFS.7.RI.2.6:</u>	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
<u>LAFS.7.RI.3.7:</u>	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
<u>LAFS.7.RI.3.8:</u>	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
<u>LAFS.7.RI.3.9:</u>	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
<u>LAFS.7.RI.4.10:</u>	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.7.RL.1.1:</u>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.7.RL.1.2:</u>	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
<u>LAFS.7.RL.1.3:</u>	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
<u>LAFS.7.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
<u>LAFS.7.RL.2.5:</u>	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
<u>LAFS.7.RL.2.6:</u>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<u>LAFS.7.RL.3.7:</u>	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects

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	of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
<u>LAFS.7.RL.3.9:</u>	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
<u>LAFS.7.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.7.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
<u>LAFS.7.SL.1.2:</u>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a

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	focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LAFS.7.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.) Remarks/Examples Note: The referenced “page 52” in the standard descriptor is from the adopted standards document that can be found here .
LAFS.7.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.7.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include

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	<p>formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <ol style="list-style-type: none"> b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<p><u>LAFS.7.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
<p><u>LAFS.7.W.2.4:</u></p>	<p>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.)</p>

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<p><u>LAFS.7.W.2.5:</u></p>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.) Remarks/Examples</p> <p>Note: The referenced “page 52” in the standard descriptor is from the adopted standards document that can be found here.</p>
<p><u>LAFS.7.W.2.6:</u></p>	<p>Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>
<p><u>LAFS.7.W.3.7:</u></p>	<p>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>
<p><u>LAFS.7.W.3.8:</u></p>	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
<p><u>LAFS.7.W.3.9:</u></p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
<p><u>LAFS.7.W.4.10:</u></p>	<p>Write routinely over extended time frames (time for research,</p>

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	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.
<u>SS.7.C.2.11:</u>	Analyze media and political communications (bias, symbolism, propaganda).
<u>SS.7.C.2.13:</u>	Examine multiple perspectives on public and current issues.



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Course: M/J Language Arts 2- 1001040

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3730>

BASIC INFORMATION

Course Number:	1001040
Grade Levels:	6,7,8
Keyword:	Grades 6 to 8 Education Courses, 6-8, 6 To 8, Grades six To eight Education Courses, six to eight, grades six - eight, Middle, Language Arts, English, M/J Language Arts 2, M/J LANG ARTS 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Language Arts SubSubject: English
Course Title:	M/J Language Arts 2
Course Abbreviated Title:	M/J LANG ARTS 2
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	The purpose of this course is to provide grade 7 students, using texts of high complexity, students integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

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General Notes:

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - 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

Special Notes:

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.

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2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

The College and Career Readiness (CCR) anchor standards and grade-specific standards 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.

STANDARDS (54)

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.

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.

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

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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.

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.

*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. **The following standards may be addressed again in higher grades at a more rigorous level of study: LAFS.7.1.1c, LAFS.7.2.3a***

Additional Requirements:

The following Common Core State Standards for Mathematical Practices are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Blended Curriculum: *The Common Core State Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida's transition to the Common Core State Standards, the following three Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These three standards are implicitly interwoven into several of the Common Core State Standards; however, due to this rigorous, deeply embedded design, each one is explicitly listed here to ensure their inclusion in the English language arts curriculum for the 2013- 2014 school year. All other FCAT- assessed NGSS standards are clearly taught in the CCSS.*

<u>HE.7.B.3.3:</u>	Compare a variety of technologies to gather health information. Remarks/Examples
	WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician’s office equipment, and mobile diagnostic imaging vs. hospital MRI.

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<p><u>HE.7.B.4.1:</u></p>	<p>Apply effective communication skills when interacting with others to enhance health. Remarks/Examples</p> <p>Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.</p>
<p><u>HE.7.B.4.2:</u></p>	<p>Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks. Remarks/Examples</p> <p>Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.</p>
<p><u>HE.7.B.4.3:</u></p>	<p>Articulate the possible causes of conflict among youth in schools and communities. Remarks/Examples</p> <p>Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.</p>
<p><u>HE.7.B.4.4:</u></p>	<p>Demonstrate how to ask for assistance to enhance the health of self and others. Remarks/Examples</p> <p>"I" messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.</p>
<p><u>HE.7.B.5.1:</u></p>	<p>Predict when health-related situations require the application of a thoughtful decision-making process. Remarks/Examples</p> <p>Prescription drug use/abuse, riding in a vehicle with an underage driver, selecting nutritious foods, mental-health issues, determining whether a relationship is healthy, sexual activity/abstinence, and cheating.</p>
<p><u>HE.7.C.1.2:</u></p>	<p>Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated.</p>

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	<p>Remarks/Examples</p> <p>Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.</p>
HE.7.C.2.5:	<p>Analyze how messages from media influence health behaviors.</p> <p>Remarks/Examples</p> <p>Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life- threatening stunts.</p>
LA.7.1.7.4:	The student will identify cause-and-effect relationships in text;
LA.7.1.7.5:	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;
LA.7.2.2.1:	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);
LAFS.7.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
LAFS.7.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie but not He wore an old[,] green shirt</i>).

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	<p>b. Spell correctly.</p>
<p><u>LAFS.7.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>
<p><u>LAFS.7.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p> <p>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 or its part of speech.</p> <p>d. 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).</p>
<p><u>LAFS.7.L.3.5:</u></p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of</p>

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	words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).
<u>LAFS.7.L.3.6:</u>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<u>LAFS.7.RI.1.1:</u>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.7.RI.1.2:</u>	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
<u>LAFS.7.RI.1.3:</u>	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
<u>LAFS.7.RI.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<u>LAFS.7.RI.2.5:</u>	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
<u>LAFS.7.RI.2.6:</u>	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
<u>LAFS.7.RI.3.7:</u>	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
<u>LAFS.7.RI.3.8:</u>	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
<u>LAFS.7.RI.3.9:</u>	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing

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	different evidence or advancing different interpretations of facts.
<u>LAFS.7.RI.4.10:</u>	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.7.RL.1.1:</u>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.7.RL.1.2:</u>	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
<u>LAFS.7.RL.1.3:</u>	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
<u>LAFS.7.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
<u>LAFS.7.RL.2.5:</u>	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
<u>LAFS.7.RL.2.6:</u>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<u>LAFS.7.RL.3.7:</u>	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
<u>LAFS.7.RL.3.9:</u>	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
<u>LAFS.7.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.7.SL.1.1:</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing

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	<p>their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
<u>LAFS.7.SL.1.2:</u>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.7.SL.2.5:</u>	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
<u>LAFS.7.SL.2.6:</u>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p>Remarks/Examples</p> <p>Note: The referenced "page 52" in the standard descriptor is</p>

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	<p>from the adopted standards document that can be found here.</p>
<p><u>LAFS.7.W.1.1:</u></p>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p><u>LAFS.7.W.1.2:</u></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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<p><u>LAFS.7.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
<p><u>LAFS.7.W.2.4:</u></p>	<p>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.)</p>
<p><u>LAFS.7.W.2.5:</u></p>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.) Remarks/Examples</p> <p>Note: The referenced “page 52” in the standard descriptor is from the adopted standards document that can be found <u>here</u>.</p>
<p><u>LAFS.7.W.2.6:</u></p>	<p>Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and</p>

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	collaborate with others, including linking to and citing sources.
<u>LAFS.7.W.3.7:</u>	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
<u>LAFS.7.W.3.8:</u>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<u>LAFS.7.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
<u>LAFS.7.W.4.10:</u>	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.
<u>SS.7.C.2.11:</u>	Analyze media and political communications (bias, symbolism, propaganda).
<u>SS.7.C.2.13:</u>	Examine multiple perspectives on public and current issues.

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	<ul style="list-style-type: none"> b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<u>LAFS.8.SL.1.2:</u>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<u>LAFS.8.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<u>LAFS.8.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.8.SL.2.5:</u>	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
<u>LAFS.8.SL.2.6:</u>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “page 52” in the standard descriptor is from the adopted standards document that can be found <u>here</u>.</p>
<u>LAFS.8.W.1.1:</u>	Write arguments to support claims with clear reasons and relevant evidence.

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	<ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p><u>LAFS.8.W.1.2:</u></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<p><u>LAFS.8.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>

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	<ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
<p><u>LAFS.8.W.2.4:</u></p>	<p>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.)</p>
<p><u>LAFS.8.W.2.5:</u></p>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.) Remarks/Examples</p> <p>Note: The referenced “page 52” in the standard descriptor is from the adopted standards document that can be found <u>here</u>.</p>
<p><u>LAFS.8.W.2.6:</u></p>	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>
<p><u>LAFS.8.W.3.7:</u></p>	<p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and</p>

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	generating additional related, focused questions that allow for multiple avenues of exploration.
<u>LAFS.8.W.3.8:</u>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<u>LAFS.8.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
<u>LAFS.8.W.4.10:</u>	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.



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Course: M/J Intensive Reading (MC)- 1000010

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3746>

BASIC INFORMATION

Course Number:	1000010
Grade Levels:	6,7,8
Keyword:	Grades 6 to 8 Education Courses, 6-8, 6 To 8, Grades six To eight Education Courses, six to eight, grades six - eight, Middle, Language Arts, Remedial, M/J Intensive Reading (MC), M/J INTENS READ (MC)
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Language Arts</p> <p>SubSubject: Remedial</p>
Course Title:	M/J Intensive Reading (MC)
Course Abbreviated Title:	M/J INTENS READ (MC)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing

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Course: M/J Language Arts 1, Advanced-1001020

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3740>

BASIC INFORMATION

Course Number:	1001020
Grade Levels:	6,7,8
Keyword:	Grades 6 to 8 Education Courses, 6-8, 6 To 8, Grades six To eight Education Courses, six to eight, grades six - eight, Middle, Language Arts, English, M/J Language Arts 1, Advanced, M/J LANG ARTS 1, ADV
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Language Arts</p> <p>SubSubject: English</p>
Course Title:	M/J Language Arts 1, Advanced
Course Abbreviated Title:	M/J LANG ARTS 1, ADV
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	Course Description: The purpose of this course is to provide

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	<p>grade 6 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.</p> <p>Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p>
<p>General Notes:</p>	<p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn analysis of literature and informational texts from varied literary periods to examine: • analysis of literature and informational texts from varied literary periods to examine: <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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 (short and longer research) using text based claims and evidence • 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

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- extended text discussions
- collaboration amongst peers

Special Notes:

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

The College and Career Readiness (CCR) anchor standards and grade-specific standards 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.

STANDARDS (53)

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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.

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.

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.

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.

*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. **The following standards may be addressed again in higher grades at a more rigorous level of study: LAFS.6.L.1.1c, LAFS.6.L.1.1d, LAFS.6.L.1.1e, LAFS.6.L.1.2a, LAFS.6.L.2.3a, LAFS.6.L.2.3b***

Additional Requirements:

The following Florida Standards for Mathematical Practices are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Blended Curriculum: *The Common Core State Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida's transition to the Common Core State Standards, the following three Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school*

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year. These three standards are implicitly interwoven into several of the Common Core State Standards; however, due to this rigorous, deeply embedded design, each one is explicitly listed here to ensure their inclusion in the English language arts curriculum for the 2013- 2014 school year. All other FCAT- assessed NGSS standards are clearly taught in the CCSS.

<p><u>HE.6.B.3.3:</u></p>	<p>Investigate a variety of technologies to gather health information. Remarks/Examples</p> <p>Thermometer, television, Internet, audio books, and technology tools.</p>
<p><u>HE.6.B.4.1:</u></p>	<p>Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health. Remarks/Examples</p> <p>Role playing, short stories, and open-ended scenarios.</p>
<p><u>HE.6.B.4.2:</u></p>	<p>Practice refusal skills and negotiation skills to reduce health risks. Remarks/Examples</p> <p>Assertiveness, compromising, and use of "I" messages.</p>
<p><u>HE.6.B.4.3:</u></p>	<p>Demonstrate effective conflict-management and/or resolution strategies. Remarks/Examples</p> <p>Talk to an adult, anger management, and conflict mediation.</p>
<p><u>HE.6.B.4.4:</u></p>	<p>Compile ways to ask for assistance to enhance the health of self and others. Remarks/Examples</p> <p>Verbalize, write, and ask others for help.</p>
<p><u>HE.6.B.5.1:</u></p>	<p>Investigate health-related situations that require the application of a thoughtful decision-making process. Remarks/Examples</p> <p>Peer pressure, exposure to unsupervised firearms, and tobacco use.</p>

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<p><u>HE.6.C.1.2:</u></p>	<p>Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.</p> <p>Remarks/Examples</p> <p>Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.</p>
<p><u>HE.6.C.2.5:</u></p>	<p>Examine how media influences peer and community health behaviors.</p> <p>Remarks/Examples</p> <p>Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.</p>
<p><u>LA.6.1.7.4:</u></p>	<p>The student will identify cause-and-effect relationships in text;</p>
<p><u>LA.6.1.7.5:</u></p>	<p>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;</p>
<p><u>LA.6.2.2.1:</u></p>	<p>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);</p>
<p><u>LAFS.6.L.1.1:</u></p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

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<p><u>LAFS.6.L.1.2:</u></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.
<p><u>LAFS.6.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style b. Maintain consistency in style and tone.
<p><u>LAFS.6.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult 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 or its part of speech. d. 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).
<p><u>LAFS.6.L.3.5:</u></p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g., personification) in

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	<p>context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>
<u>LAFS.6.L.3.6:</u>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<u>LAFS.6.RI.1.1:</u>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.6.RI.1.2:</u>	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<u>LAFS.6.RI.1.3:</u>	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<u>LAFS.6.RI.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<u>LAFS.6.RI.2.5:</u>	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
<u>LAFS.6.RI.2.6:</u>	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
<u>LAFS.6.RI.3.7:</u>	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<u>LAFS.6.RI.3.8:</u>	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.RI.3.9:</u>	Compare and contrast one author's presentation of events with

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	that of another (e.g., a memoir written by and a biography on the same person).
<u>LAFS.6.RI.4.10:</u>	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.6.RL.1.1:</u>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.6.RL.1.2:</u>	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<u>LAFS.6.RL.1.3:</u>	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
<u>LAFS.6.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
<u>LAFS.6.RL.2.5:</u>	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
<u>LAFS.6.RL.2.6:</u>	Explain how an author develops the point of view of the narrator or speaker in a text.
<u>LAFS.6.RL.3.7:</u>	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
<u>LAFS.6.RL.3.9:</u>	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
<u>LAFS.6.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.6.W.3.9:</u>	Draw evidence from literary or informational texts to support

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	<p>analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
<p><u>LAFS.6.SL.1.1:</u></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<p><u>LAFS.6.SL.1.2:</u></p>	<p>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>
<p><u>LAFS.6.SL.1.3:</u></p>	<p>Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<p><u>LAFS.6.SI.2.4:</u></p>	<p>Present claims and findings, sequencing ideas logically and using</p>

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	pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.6.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.) Remarks/Examples Note: The referenced “page 52” in the standard descriptor is from the adopted standards document that can be found here .
LAFS.6.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
LAFS.6.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.
SS.6.C.2.1:	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.
LAFS.6.W.1.2:	Write informative/explanatory texts to examine a topic and

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	<p>convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.
<p><u>LAFS.6.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.

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<u>LAFS.6.W.2.4:</u>	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.)
<u>LAFS.6.W.2.5:</u>	With some 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 6 on page 52.) Remarks/Examples Note: The referenced “page 52” in the standard descriptor is from the adopted standards document that can be found <u>here</u> .
<u>LAFS.6.W.2.6:</u>	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 three pages in a single sitting.
<u>LAFS.6.W.3.7:</u>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
<u>LAFS.6.W.3.8:</u>	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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Course: M/J Language Arts 1- 1001010

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3729>

BASIC INFORMATION

Course Number:	1001010
Grade Levels:	6
Keyword:	Grades 6 to 8 Education Courses, 6-8, 6 To 8, Grades six To eight Education Courses, six to eight, grades six - eight, Middle, Language Arts, English, M/J Language Arts 1, M/J LANG ARTS 1, M/J
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Language Arts SubSubject: English
Course Title:	M/J Language Arts 1
Course Abbreviated Title:	M/J LANG ARTS 1
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	The purpose of this course is to provide grade 6 students, using texts of appropriate complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

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<p>General Notes:</p>	<p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn • analysis of literature and informational texts from varied literary periods to examine: <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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 (short and longer research) using text based claims and evidence • 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 <p>Special Notes:</p> <p>Instructional Practices: Teaching from well-written, grade-level</p>

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instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

The College and Career Readiness (CCR) anchor standards and grade-specific standards 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.

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STANDARDS (53)

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.

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.

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.

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.

*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. **The following standards may be addressed again in higher grades at a more rigorous level of study: LAFS.6.L.1.1c, LAFS.6.L.1.1d, LAFS.6.L.1.1e, LAFS.6.L.1.2a, LAFS.6.L.2.3.B***

Additional Requirements:

The following Florida Standards for Mathematical Practices are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)

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- Attend to precision. (MP 6)

Blended Curriculum: *The Common Core State Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida's transition to the Common Core State Standards, the following three Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These three standards are implicitly interwoven into several of the Common Core State Standards; however, due to this rigorous, deeply embedded design, each one is explicitly listed here to ensure their inclusion in the English language arts curriculum for the 2013- 2014 school year. All other FCAT- assessed NGSS standards are clearly taught in the CCSS.*

<p><u>HE.6.B.3.3:</u></p>	<p>Investigate a variety of technologies to gather health information. Remarks/Examples</p> <p>Thermometer, television, Internet, audio books, and technology tools.</p>
<p><u>HE.6.B.4.1:</u></p>	<p>Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health. Remarks/Examples</p> <p>Role playing, short stories, and open-ended scenarios.</p>
<p><u>HE.6.B.4.2:</u></p>	<p>Practice refusal skills and negotiation skills to reduce health risks. Remarks/Examples</p> <p>Assertiveness, compromising, and use of "I" messages.</p>
<p><u>HE.6.B.4.3:</u></p>	<p>Demonstrate effective conflict-management and/or resolution strategies. Remarks/Examples</p> <p>Talk to an adult, anger management, and conflict mediation.</p>
<p><u>HE.6.B.4.4:</u></p>	<p>Compile ways to ask for assistance to enhance the health of self and others. Remarks/Examples</p> <p>Verbalize, write, and ask others for help.</p>

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<p><u>HE.6.B.5.1:</u></p>	<p>Investigate health-related situations that require the application of a thoughtful decision-making process. Remarks/Examples</p> <p>Peer pressure, exposure to unsupervised firearms, and tobacco use.</p>
<p><u>HE.6.C.1.2:</u></p>	<p>Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated. Remarks/Examples</p> <p>Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.</p>
<p><u>HE.6.C.2.5:</u></p>	<p>Examine how media influences peer and community health behaviors. Remarks/Examples</p> <p>Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.</p>
<p><u>LA.6.1.7.4:</u></p>	<p>The student will identify cause-and-effect relationships in text;</p>
<p><u>LA.6.1.7.5:</u></p>	<p>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;</p>
<p><u>LA.6.2.2.1:</u></p>	<p>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);</p>
<p><u>LAFS.6.L.1.1:</u></p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with

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	<p>unclear or ambiguous antecedents).</p> <p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>
<p><u>LAFS.6.L.1.2:</u></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b. Spell correctly.</p>
<p><u>LAFS.6.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style</p> <p>b. Maintain consistency in style and tone.</p>
<p><u>LAFS.6.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>c. Consult 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 or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in</p>

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	context or in a dictionary).
<u>LAFS.6.L.3.5:</u>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).
<u>LAFS.6.L.3.6:</u>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<u>LAFS.6.RI.1.1:</u>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.6.RI.1.2:</u>	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<u>LAFS.6.RI.1.3:</u>	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<u>LAFS.6.RI.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<u>LAFS.6.RI.2.5:</u>	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
<u>LAFS.6.RI.2.6:</u>	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
<u>LAFS.6.RI.3.7:</u>	Integrate information presented in different media or formats

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	(e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<u>LAFS.6.RI.3.8:</u>	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.RI.3.9:</u>	Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
<u>LAFS.6.RI.4.10:</u>	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.6.RL.1.1:</u>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.6.RL.1.2:</u>	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<u>LAFS.6.RL.1.3:</u>	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
<u>LAFS.6.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
<u>LAFS.6.RL.2.5:</u>	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
<u>LAFS.6.RL.2.6:</u>	Explain how an author develops the point of view of the narrator or speaker in a text.
<u>LAFS.6.RL.3.7:</u>	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
<u>LAFS.6.RL.3.9:</u>	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms

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	of their approaches to similar themes and topics.
<u>LAFS.6.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.6.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
<u>LAFS.6.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<u>LAFS.6.SI.1.2:</u>	Interpret information presented in diverse media and formats

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	(e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.6.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.) Remarks/Examples Note: The referenced “page 52” in the standard descriptor is from the adopted standards document that can be found here .
LAFS.6.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
LAFS.6.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,

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	and audiences.
<u>SS.6.C.2.1:</u>	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.
<u>LAFS.6.W.1.2:</u>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.
<u>LAFS.6.W.1.3:</u>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or

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	<p>setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
<u>LAFS.6.W.2.4:</u>	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.)
<u>LAFS.6.W.2.5:</u>	<p>With some 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 6 on page 52.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “page 52” in the standard descriptor is from the adopted standards document that can be found <u>here</u>.</p>
<u>LAFS.6.W.2.6:</u>	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 three pages in a single sitting.
<u>LAFS.6.W.3.7:</u>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
<u>LAFS.6.W.3.8:</u>	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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Course: M/J Intensive Reading and Career Planning- 1000020

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3811>

BASIC INFORMATION

Course Number:	1000020
Grade Levels:	6,7,8
Keyword:	Grades 6 to 8 Education Courses, 6-8, 6 To 8, Grades six To eight Education Courses, six to eight, grades six - eight, Middle, Language Arts, Remedial, M/J Intensive Reading and Career Planning, M/J INT READ & CAR P
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Language Arts</p> <p>SubSubject: Remedial</p>
Course Title:	M/J Intensive Reading and Career Planning
Course Abbreviated Title:	M/J INT READ & CAR P
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing

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	<p>skills and to strengthen those skills so they are able to successfully read and write middle grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.</p>
<p>General Notes:</p>	<p>Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.</p> <p>The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade and/or instructional level. The courses should not be used in place of grade level English language arts courses and are intended to provide intervention for students who have reading deficiencies.</p> <p>General Notes: The course includes, but is not limited to, the following:</p> <ul style="list-style-type: none"> • determining central ideas or themes of a text and analyzing their development as well as summarizing the key supporting details and ideas; • interpreting words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzing how specific word

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choices shape meaning or tone;

- analyzing the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole;
- integrating and evaluating content presented in diverse formats and media, including visually and quantitatively, as well as in words;
- delineating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the source, relevance and sufficiency of the evidence;
- analyzing how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take;
- writing in response to reading, emulating authors' structures, word choices, styles, etc.

Additional Notes: Students entering the upper grades who are not reading and writing on grade level have a variety of intervention needs. No single program or strategy can be successful in remediating the needs of all students. The intervention course should require that students increase the amount and complexity of text they read and write independently throughout the school year to ensure students have enough exposure to various text structures and academic vocabulary to develop skills necessary for college and career readiness.

It is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of literacy skills in older readers. The following practices should be incorporated in the course:

1. Scaffolding of close reading is provided but does not preempt or replace text.
2. Systematic instruction in vocabulary is provided.
3. Explicit instruction in applying grammatical structures and conventions is provided.
4. Student independence is cultivated.

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Special Notes:

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Achievement on standardized tests assessing reading skills is a reflection of students' confidence and competence in reading. Therefore, instruction throughout the school year should ensure students possess the ability to read and comprehend difficult texts and perform challenging tasks associated with those texts. Time spent engaging students in practice tests should be limited, given most students' vast experiences with standardized tests and the relatively small role that knowledge of test format plays in student test performance.

In those instances when this course is repeated for credit, the content should be differentiated based on reliable and valid assessment data. If repeated, the required level of student proficiency should increase. 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.

The College and Career Readiness (CCR) standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional

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	<p><i>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></p>
<p>Version Requirements:</p>	<p>Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity’s economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to http://www.fl DOE.org/workforce/ced/.</p> <p>1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.</p> <p>2.0 Develop skills to locate, evaluate, and interpret career information.</p> <p>3.0 Identify and demonstrate processes for making short and long term goals.</p> <p>4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.</p> <p>5.0 Understand the relationship between educational achievement and career choices/postsecondary options.</p> <p>6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.</p> <p>7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.</p> <p>8.0 Demonstrate knowledge of technology and its application in career fields/clusters.</p>

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STANDARDS (93)

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.

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.

Writing

Standard 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.

Speaking and Listening

Standard 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.

Language

Standard 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 standards and retain or further develop skills and understandings mastered in preceding grades. **The following standards may be addressed again in higher grades at a more rigorous level of study:**

Blended Curriculum: The Common Core State Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida's transition to the

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Common Core State Standards, the following Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year.

These standards are implicitly interwoven into several of the Common Core State Standards; however, due to this rigorous, deeply embedded design, each one is explicitly listed here to ensure their inclusion in the English language arts curriculum for the 2013- 2014 school year. All other FCAT- assessed NGSS standards are clearly taught in the Florida Standards for English language arts and mathematics.

<u>LA.6.1.7.4:</u>	The student will identify cause-and-effect relationships in text;
<u>LA.6.1.7.5:</u>	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;
<u>LA.6.2.2.1:</u>	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);
<u>LA.7.1.7.4:</u>	The student will identify cause-and-effect relationships in text;
<u>LA.7.1.7.5:</u>	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;
<u>LA.7.2.2.1:</u>	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);
<u>LA.8.1.7.4:</u>	The student will identify cause-and-effect relationships in text;
<u>LA.8.1.7.5:</u>	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;
<u>LA.8.2.2.1:</u>	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);
<u>LAFS.6.1.3.4:</u>	Determine or clarify the meaning of unknown and multiple-

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	<p>meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult 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 or its part of speech. d. 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).
<p><u>LAFS.6.L.3.5:</u></p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).
<p><u>LAFS.6.L.3.6:</u></p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><u>LAFS.6.RI.1.1:</u></p>	<p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p><u>LAFS.6.RI.1.2:</u></p>	<p>Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from</p>

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	personal opinions or judgments.
<u>LAFS.6.RI.1.3:</u>	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<u>LAFS.6.RI.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<u>LAFS.6.RI.2.5:</u>	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
<u>LAFS.6.RI.2.6:</u>	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
<u>LAFS.6.RI.3.7:</u>	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<u>LAFS.6.RI.3.8:</u>	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.RI.3.9:</u>	Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
<u>LAFS.6.RI.4.10:</u>	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.6.RL.1.1:</u>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.6.RL.1.2:</u>	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<u>LAFS.6.RL.1.3:</u>	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
<u>LAFS.6.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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<u>LAFS.6.RL.2.5:</u>	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
<u>LAFS.6.RL.2.6:</u>	Explain how an author develops the point of view of the narrator or speaker in a text.
<u>LAFS.6.RL.3.7:</u>	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
<u>LAFS.6.RL.3.9:</u>	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
<u>LAFS.6.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.6.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<u>LAFS.6.SI.1.2:</u>	Interpret information presented in diverse media and formats

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	(e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<u>LAFS.6.W.3.7:</u>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
<u>LAFS.6.W.3.8:</u>	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<u>LAFS.6.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
<u>LAFS.6.W.4.10:</u>	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.
<u>LAFS.7.L.3.4:</u>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). c. Consult general and specialized reference materials (e.g.,

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	<p>dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. 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).</p>
<u>LAFS.7.L.3.5:</u>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>
<u>LAFS.7.L.3.6:</u>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<u>LAFS.7.RI.1.1:</u>	<p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<u>LAFS.7.RI.1.2:</u>	<p>Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>
<u>LAFS.7.RI.1.3:</u>	<p>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>
<u>LAFS.7.RI.2.4:</u>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>

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<u>LAFS.7.RI.2.5:</u>	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
<u>LAFS.7.RI.2.6:</u>	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
<u>LAFS.7.RI.3.7:</u>	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
<u>LAFS.7.RI.3.8:</u>	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
<u>LAFS.7.RI.3.9:</u>	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
<u>LAFS.7.RI.4.10:</u>	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.7.RL.1.1:</u>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.7.RL.1.2:</u>	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
<u>LAFS.7.RL.1.3:</u>	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
<u>LAFS.7.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
<u>LAFS.7.RL.2.5:</u>	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
<u>LAFS.7.RI.2.6:</u>	Analyze how an author develops and contrasts the points of view

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	of different characters or narrators in a text.
<u>LAFS.7.RL.3.7:</u>	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
<u>LAFS.7.RL.3.9:</u>	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
<u>LAFS.7.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.7.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
<u>LAFS.7.SL.1.2:</u>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<u>LAFS.7.W.3.7:</u>	Conduct short research projects to answer a question, drawing on

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	several sources and generating additional related, focused questions for further research and investigation.
<u>LAFS.7.W.3.8:</u>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<u>LAFS.7.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
<u>LAFS.7.W.4.10:</u>	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.
<u>LAFS.8.L.3.4:</u>	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>). 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

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	<p>or clarify its precise meaning or its part of speech.</p> <p>d. 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).</p>
<u>LAFS.8.L.3.5:</u>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>
<u>LAFS.8.L.3.6:</u>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<u>LAFS.8.RI.1.1:</u>	<p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<u>LAFS.8.RI.1.2:</u>	<p>Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>
<u>LAFS.8.RI.1.3:</u>	<p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>
<u>LAFS.8.RI.2.4:</u>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>
<u>LAFS.8.RI.2.5:</u>	<p>Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and</p>

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	refining a key concept.
<u>LAFS.8.RI.2.6:</u>	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
<u>LAFS.8.RI.3.7:</u>	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
<u>LAFS.8.RI.3.8:</u>	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
<u>LAFS.8.RI.3.9:</u>	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
<u>LAFS.8.RI.4.10:</u>	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
<u>LAFS.8.RL.1.1:</u>	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.8.RL.1.2:</u>	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
<u>LAFS.8.RL.1.3:</u>	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
<u>LAFS.8.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<u>LAFS.8.RL.2.5:</u>	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

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<u>LAFS.8.RL.2.6:</u>	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
<u>LAFS.8.RL.3.7:</u>	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
<u>LAFS.8.RL.3.9:</u>	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
<u>LAFS.8.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
<u>LAFS.8.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<u>LAFS.8.SL.1.2:</u>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

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<u>LAFS.8.W.3.7:</u>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<u>LAFS.8.W.3.8:</u>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<u>LAFS.8.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
<u>LAFS.8.W.4.10:</u>	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.

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	<p>skills and to strengthen those skills so they are able to successfully read and write middle grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.</p> <p>Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.</p> <p>The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student’s grade and/or instructional level. The courses should not be used in place of grade level English language arts courses and are intended to provide intervention for students who have reading deficiencies.</p>
<p>General Notes:</p>	<p>General Notes: The course includes, but is not limited to, the following:</p> <ul style="list-style-type: none"> • determining central ideas or themes of a text and analyzing their development as well as summarizing the key supporting details and ideas; • interpreting words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzing how specific word

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choices shape meaning or tone;

- analyzing the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole;
- integrating and evaluating content presented in diverse formats and media, including visually and quantitatively, as well as in words;
- delineating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the source, relevance and sufficiency of the evidence;
- analyzing how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take;
- writing in response to reading, emulating authors' structures, word choices, styles, etc.

Additional Notes: Students entering the upper grades who are not reading and writing on grade level have a variety of intervention needs. No single program or strategy can be successful in remediating the needs of all students. The intervention course should require that students increase the amount and complexity of text they read and write independently throughout the school year to ensure students have enough exposure to various text structures and academic vocabulary to develop skills necessary for college and career readiness.

It is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of literacy skills in older readers. The following practices should be incorporated in the course:

1. Scaffolding of close reading is provided but does not preempt or replace text.
2. Systematic instruction in vocabulary is provided.
3. Explicit instruction in applying grammatical structures and conventions is provided.
4. Student independence is cultivated.

Special Notes:

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Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Achievement on standardized tests assessing reading skills is a reflection of students' confidence and competence in reading. Therefore, instruction throughout the school year should ensure students possess the ability to read and comprehend difficult texts and perform challenging tasks associated with those texts. Time spent engaging students in practice tests should be limited, given most students' vast experiences with standardized tests and the relatively small role that knowledge of test format plays in student test performance.

In those instances when this course is repeated for credit, the content should be differentiated based on reliable and valid assessment data. If repeated, the required level of student proficiency should increase. 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.

STANDARDS (90)

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General Notes: *The CCR anchor standards and grade-specific standards 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.*

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.

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.

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.

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.

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 standards and retain or further develop skills and understandings mastered in preceding grades.

Blended Curriculum: *The Common Core State Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida’s transition to the Common Core State Standards, the following Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These standards are implicitly interwoven into several of the Common Core State Standards; however, due to this rigorous, deeply embedded design, each one is explicitly*

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listed here to ensure their inclusion in the English language arts curriculum for the 2013-2014 school year. All other FCAT- assessed NGSS standards are clearly taught in the Florida Standards for English language arts and mathematics.

<u>LA.6.1.7.4:</u>	The student will identify cause-and-effect relationships in text;
<u>LA.6.1.7.5:</u>	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;
<u>LA.6.2.2.1:</u>	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);
<u>LA.7.1.7.4:</u>	The student will identify cause-and-effect relationships in text;
<u>LA.7.1.7.5:</u>	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;
<u>LA.7.2.2.1:</u>	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);
<u>LA.8.1.7.4:</u>	The student will identify cause-and-effect relationships in text;
<u>LA.8.1.7.5:</u>	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;
<u>LA.8.2.2.1:</u>	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);
<u>LAFS.6.L.3.4:</u>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>

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	<ul style="list-style-type: none"> b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult 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 or its part of speech. d. 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).
<u>LAFS.6.L.3.5:</u>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).
<u>LAFS.6.L.3.6:</u>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<u>LAFS.6.RI.1.1:</u>	<p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<u>LAFS.6.RI.1.2:</u>	<p>Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>
<u>LAFS.6.RI.1.3:</u>	<p>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>
<u>LAFS.6.RI.2.4:</u>	<p>Determine the meaning of words and phrases as they are used in</p>

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	a text, including figurative, connotative, and technical meanings.
<u>LAFS.6.RI.2.5:</u>	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
<u>LAFS.6.RI.2.6:</u>	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
<u>LAFS.6.RI.3.7:</u>	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<u>LAFS.6.RI.3.8:</u>	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.RI.3.9:</u>	Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
<u>LAFS.6.RI.4.10:</u>	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.6.RL.1.1:</u>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.6.RL.1.2:</u>	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<u>LAFS.6.RL.1.3:</u>	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
<u>LAFS.6.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
<u>LAFS.6.RL.2.5:</u>	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
<u>LAFS.6.RL.2.6:</u>	Explain how an author develops the point of view of the narrator or speaker in a text.

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<u>LAFS.6.RL.3.7:</u>	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
<u>LAFS.6.RL.3.9:</u>	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
<u>LAFS.6.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.6.SL.1.1:</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<u>LAFS.6.SL.1.2:</u>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<u>LAFS.6.W.3.7:</u>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
<u>LAFS.6.W.3.9:</u>	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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	<ul style="list-style-type: none"> a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
<p><u>LAFS.6.W.4.10:</u></p>	<p>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><u>LAFS.7.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). 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 or its part of speech. d. 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).
<p><u>LAFS.7.L.3.5:</u></p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

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	<p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>
<u>LAFS.7.L.3.6:</u>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<u>LAFS.7.RI.1.1:</u>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.7.RI.1.2:</u>	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
<u>LAFS.7.RI.1.3:</u>	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
<u>LAFS.7.RI.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<u>LAFS.7.RI.2.5:</u>	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
<u>LAFS.7.RI.2.6:</u>	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
<u>LAFS.7.RI.3.7:</u>	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
<u>LAFS.7.RI.3.8:</u>	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

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<u>LAFS.7.RI.3.9:</u>	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
<u>LAFS.7.RI.4.10:</u>	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.7.RL.1.1:</u>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.7.RL.1.2:</u>	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
<u>LAFS.7.RL.1.3:</u>	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
<u>LAFS.7.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
<u>LAFS.7.RL.2.5:</u>	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
<u>LAFS.7.RL.2.6:</u>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<u>LAFS.7.RL.3.7:</u>	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
<u>LAFS.7.RL.3.9:</u>	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
<u>LAFS.7.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.7.SL.1.1:</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7

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	<p>topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
<p><u>LAFS.7.SL.1.2:</u></p>	<p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>
<p><u>LAFS.7.W.3.7:</u></p>	<p>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>
<p><u>LAFS.7.W.3.9:</u></p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

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<u>LAFS.7.W.4.10:</u>	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.
<u>LAFS.8.L.3.4:</u>	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>). 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 or its part of speech. d. 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).
<u>LAFS.8.L.3.5:</u>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).
<u>LAFS.8.L.3.6:</u>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<u>LAFS.8.RI.1.1:</u>	Cite the textual evidence that most strongly supports an analysis

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	of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.8.RI.1.2:</u>	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
<u>LAFS.8.RI.1.3:</u>	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
<u>LAFS.8.RI.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<u>LAFS.8.RI.2.5:</u>	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
<u>LAFS.8.RI.2.6:</u>	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
<u>LAFS.8.RI.3.7:</u>	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
<u>LAFS.8.RI.3.8:</u>	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
<u>LAFS.8.RI.3.9:</u>	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
<u>LAFS.8.RI.4.10:</u>	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
<u>LAFS.8.RL.1.1:</u>	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LAFS.8.RI.1.2:</u>	Determine a theme or central idea of a text and analyze its

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	development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
<u>LAFS.8.RL.1.3:</u>	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
<u>LAFS.8.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<u>LAFS.8.RL.2.5:</u>	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
<u>LAFS.8.RL.2.6:</u>	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
<u>LAFS.8.RL.3.7:</u>	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
<u>LAFS.8.RL.3.9:</u>	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
<u>LAFS.8.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
<u>LAFS.8.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and

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	<p>define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
<p><u>LAFS.8.SL.1.2:</u></p>	<p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>
<p><u>LAFS.8.W.3.7:</u></p>	<p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>
<p><u>LAFS.8.W.3.9:</u></p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").</p> <p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</p>
<p><u>LAFS.8.W.4.10:</u></p>	<p>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>

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