



	<p>LA.910.2.1.5 LA.1112.2.1.2</p>	<ul style="list-style-type: none"> <li>Read a literary selection and identify the elements of plot such as setting, characters, conflicts, major events, and resolution</li> </ul>	<ul style="list-style-type: none"> <li>Identify (orally or in writing) the major conflicts of a short story and how they are resolved</li> <li>Write a descriptive paragraph about a character from a literary selection, including physical and personality traits</li> <li>List three possible ways to resolve a conflict between two students (e.g., one student watches another cheating)</li> </ul>
	<p>LA.910.2.1 LA.1112.2.1</p>	<ul style="list-style-type: none"> <li>Use personal experiences to connect with the text in informal discussions and in writing</li> </ul>	<ul style="list-style-type: none"> <li>Develop a list of questions for a character in a story, share with a partner, and partner will respond</li> </ul>
<p><b>Writing</b></p> 	<p>LA.910.3.1.1 LA.910.3.1.2 LA.1112.3.1.1 LA.1112.3.1.2</p>	<ul style="list-style-type: none"> <li>Use a pre-writing strategy suitable to the task (e.g., brainstorming, graphic organizers)</li> <li>Use/reflect upon experiences to generate ideas for writing</li> <li>Examine other texts to generate an idea or topic for expressive, informative or persuasive writing</li> </ul>	<ul style="list-style-type: none"> <li>Create a writing piece that shows a connection of ideas with his experiences</li> <li>Create a list of questions that must be answered in order to respond to a writing prompt</li> <li>Create a matrix to record details that will be used to respond to a writing prompt</li> </ul>
	<p>LA.910.3.2.1 LA.9103.2.2 LA.9103.3 LA.9103.3.1 LA.910.3.3.4 LA.1112.3.2.1 LA.1112.3.2.2 LA.1112.3.3 LA.1112.3.3.1 LA.1112.3.3.4</p>	<ul style="list-style-type: none"> <li>Respond to a persuasive and expository prompt</li> <li>Use transitional devices in different styles of writing</li> <li>Elaborate/support ideas in multiple paragraphs expressing ideas clearly</li> <li>Maintain a focus and reflect insight into a writing situation</li> </ul>	<ul style="list-style-type: none"> <li>Complete a sentence expansion activity (e.g., adding adjectives, substituting non-concrete with concrete nouns)</li> <li>Given text, highlight transitional devices appropriate for the style of writing</li> <li>Provide orally or in writing, 2-3 supporting details for a topic Produce focused paragraphs using conventions of standard English</li> <li>Write sentences of varying lengths</li> <li>Draft an e-mail message to a teacher and classmate, using language appropriate for audience and purpose</li> </ul>
	<p>LA.910.3.4 LA.910.3.4.1 LA.910.3.4.2 LA.910.3.4.3 LA.910.3.4.4 LA.910.3.5</p> <p>LA.1112.3.4 LA.1112.3.4.1 LA.1112.3.4.2 LA.1112.3.4.3 LA.1112.3.4.4 LA.1112.3.5</p>	<ul style="list-style-type: none"> <li>Produce writing that demonstrates a command of the conventions of standard English</li> </ul>	<ul style="list-style-type: none"> <li>Use basic keyboarding skills to draft, revise, and edit written work</li> <li>Use a writing rubric (i.e., FCAT writing rubric) to assess writing</li> </ul>
<p><b>Vocabulary/ Structure</b></p> 	<p>LA.910.1.2 LA.1112.1.2</p>	<ul style="list-style-type: none"> <li>Recognize that some words have multiple meanings</li> <li>Use resources and references such as dictionary, thesaurus, and glossary to expand word knowledge</li> <li>Recognize idioms, analogies, figures of speech (e.g. to take a fall), and metaphors</li> <li>Use vocabulary strategies to understand words, including denotations and connotations of words</li> <li>Use acquired vocabulary in a variety of settings/assignments</li> <li>Use knowledge of academic language to comprehend text</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a personal vocabulary notebook</li> <li>Select appropriate meaning for multiple-meaning words</li> <li>Explain the meanings of idiomatic expressions through drawings, real-life examples and/or presentations</li> <li>Identify and explain meanings of metaphors found in text</li> <li>Complete/create analogies using vocabulary learned from text</li> <li>Take turns composing sentences using learned vocabulary</li> <li>Make words using a root or base word and adding prefixes and suffixes</li> </ul>






# High School Instructional Framework

## Developmental Language Arts through ESOL

### 3<sup>rd</sup> Nine Weeks

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Course Components	Standards	Objectives	Student Performance Indicators
<b>Listening/Viewing</b> 	<b>LA.910.5.2.1</b> <b>LA.1112.5.2.1</b>	<b>The student will:</b> <ul style="list-style-type: none"> <li>Follow multi-step oral directions</li> <li>Listen to a reading and respond orally to factual comprehension questions</li> </ul>	<b>To demonstrate the achievement of the standard, the student will:</b> <ul style="list-style-type: none"> <li>Participate in paired/buddy reading where one student reads and the other listens and takes notes</li> </ul>
	<b>LA.910.1.6.2</b> <b>LA.1112.1.6.2</b>	<ul style="list-style-type: none"> <li>Listen to fiction, drama, nonfiction and informational presentations based on personal preferences</li> <li>Expand and enhance personal interests through listening</li> </ul>	<ul style="list-style-type: none"> <li>With others in a small group, discuss favorite books or stories, then choose a new selection to read based on the recommendations of the other group members</li> </ul>
	<b>LA.910.6.3.1</b> <b>LA.1112.6.3.1</b>	<ul style="list-style-type: none"> <li>Use effective strategies for informal and formal discussions, including building on the ideas of a previous speaker and respecting the viewpoints of others</li> </ul>	<ul style="list-style-type: none"> <li>Share feelings about a specific artwork with a partner, listen carefully to partner's response, then describe to the partner how he thinks the partner feels about the artwork</li> </ul>
	<b>LA.910.6.3</b> <b>LA.1112.6.3</b>	<ul style="list-style-type: none"> <li>Identify details that support the feeling of a non-print message</li> <li>Identify the main idea in an oral/media presentation</li> </ul>	<ul style="list-style-type: none"> <li>Paraphrase the main idea after watching a television commercial</li> <li>Compare and contrast two television commercials or print ads advertising similar products</li> </ul>
<b>Speaking</b> 	<b>LA.910.5.2.3</b> <b>LA.1112.1.1</b>	<ul style="list-style-type: none"> <li>Participate in teacher-facilitated discussions with simple responses, facial expressions and gestures</li> <li>Pronounce most English phonemes comprehensibly while reading aloud and/or speaking</li> </ul>	<ul style="list-style-type: none"> <li>Rehearse different ways of speaking according to the formality of the setting (e.g., role-play a conversation between a teacher and a student versus a student and a student)</li> </ul>
	<b>LA.910.5.2.2</b> <b>LA.1112.5.2.5</b>	<ul style="list-style-type: none"> <li>Select and use a variety of speaking strategies, including asking relevant questions, making appropriate and meaningful comments, and making insightful observations</li> </ul>	<ul style="list-style-type: none"> <li>Ask relevant questions after listening to a student's presentation about a personal experience, favorite object, etc.</li> </ul>
	<b>LA.1112.5.2.2</b> <b>LA.1112.5.2.3</b>	<ul style="list-style-type: none"> <li>Participate in formal and informal oral communication activities including presentations and interviews</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and elaborate on the verbal explanations of others</li> <li>Give a sequence of directions and information to help another student create a product</li> </ul>
<b>Reading/Literature</b> 	<b>LA.910.1.3</b> <b>LA.1112.1.3</b>	<ul style="list-style-type: none"> <li>Activate and build background knowledge through pre-reading activities</li> <li>Establish a purpose for reading by previewing text, generating questions, and participating in discussions</li> <li>Use prior knowledge integrated with text features to generate questions and make predictions</li> <li>Connect to related background knowledge (cultural, experiential, cognitive)</li> </ul>	<ul style="list-style-type: none"> <li>Create a prediction chart and share predictions with a classmate (think-pair-share)</li> <li>Predict the content of a literary or expository text when given quotes and/or pictures from the text</li> <li>Complete an anticipation guide and discuss responses</li> </ul>
	<b>LA.910.1.2</b> <b>LA.1112.1.2</b>	<ul style="list-style-type: none"> <li>Apply strategies to use while reading</li> <li>Read selected passages accurately, fluently, and with proper expression</li> </ul>	<ul style="list-style-type: none"> <li>Self-monitor comprehension through a variety of strategies (e.g., rereading, self-correcting, questioning, checking with sources, participating in class and group discussions)</li> <li>Revise predictions based on new evidence in text</li> <li>Recognize words rapidly to increase reading rate</li> </ul>
	<b>LA.910.1.7.8</b> <b>LA.1112.1.7.8</b>	<ul style="list-style-type: none"> <li>Connect ideas from several different sources – text-to-text, text-to-self, and text-to-world</li> <li>Organize information in a variety of formats to comprehend key ideas (e.g., graphic organizers)</li> <li>Summarize information in systematic ways, including notes, charts, and outlines</li> </ul>	<ul style="list-style-type: none"> <li>Use a framed paragraph to write a brief summary of a reading selection</li> <li>Cross out non-essential details from a summary of a reading selection</li> <li>Maintain a journal for reader response and personal reflection</li> </ul>
	<b>LA.910.2.1.6</b> <b>LA.1112.2.1.6</b>	<ul style="list-style-type: none"> <li>Identify the similarities and differences between two objects/persons/topics from a reading selection</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast, orally or in writing, the reactions of two characters to the same event in a narrative</li> </ul>
	<b>LA.910.2.2.2</b> <b>LA.1112.2.2.2</b>	<ul style="list-style-type: none"> <li>Identify the main idea and supporting details from a variety of texts (e.g., informational, literary)</li> <li>Identify the main idea and supporting details and use them to make inferences about the text</li> </ul>	<ul style="list-style-type: none"> <li>Generate a new title for a reading selection</li> <li>Paraphrase sentences from a reading selection</li> <li>List details that can support a topic/main idea</li> <li>Use simple sentences to restate the main idea and supporting details from a variety of texts (i.e., informational, literary)</li> </ul>
	<b>LA.910.1.7.2</b> <b>LA.1112.7.2</b>	<ul style="list-style-type: none"> <li>Understand that there are various purposes and styles for writing (i.e., to inform, persuade, describe, entertain)</li> </ul>	<ul style="list-style-type: none"> <li>Using support from the text, identify author's purpose in a simplified reading selection</li> <li>Read two or more articles and determine the purpose for writing</li> </ul>
	<b>LA.910.6.2.2</b> <b>LA.1112.6.2.2</b>	<ul style="list-style-type: none"> <li>Locate, gather, analyze, and evaluate written information for a variety of purposes, including real-world tasks and self-improvement</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a portfolio as an assessment tool that illustrates growth over time</li> </ul>
	<b>LA.910.6.2.2</b> <b>LA.1112.6.2.2</b>	<ul style="list-style-type: none"> <li>Use graphic organizers to organize information from a variety of resources</li> <li>Select appropriate study and research skills and technological resources to locate information (e.g., Internet, books, audiovisual)</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize information from multiple sources (e.g., chapter in a book, lecture, article) onto a chart</li> <li>Demonstrate how to use various resources for gathering information</li> </ul>
	<b>LA.910.6.2.2</b> <b>LA.1112.6.2.2</b>	<ul style="list-style-type: none"> <li>Identify a variety of primary sources that can be used to address a topic</li> </ul>	<ul style="list-style-type: none"> <li>Generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications)</li> </ul>
	<b>LA.910.6.2.2</b> <b>LA.1112.6.2.2</b>	<ul style="list-style-type: none"> <li>Identify a variety of primary and secondary sources that can be used to address a topic</li> <li>Use a variety of sources to gain information about a topic</li> </ul>	<ul style="list-style-type: none"> <li>Scan several sources to determine the appropriateness to the topic of study</li> </ul>
	<b>LA.910.2.1</b> <b>LA.910.2.1.1</b> <b>LA.1112.2.1</b> <b>LA.1112.2.1.1</b>	<ul style="list-style-type: none"> <li>Describe the major characteristics of poetry, drama, fiction, and nonfiction</li> <li>Identify several literary elements and techniques (e.g., figurative language, imagery, symbolism)</li> </ul>	<ul style="list-style-type: none"> <li>Create (in a small group), a chart of characteristics that distinguish various forms of fiction</li> <li>Highlight 2-3 examples of figurative language in a poem</li> </ul>
	<b>LA.910.1.7.6</b> <b>LA.1112.1.7.6</b>	<ul style="list-style-type: none"> <li>Recognize and describe themes stated and/or inferred in a text</li> <li>Explain how themes are universal concepts</li> <li>Recognize theme and relevance to reader</li> </ul>	<ul style="list-style-type: none"> <li>Identify, discuss and write about a theme found in a text</li> <li>Write about a theme (e.g., love) and explain what makes it universal</li> <li>Write about the theme in a text and how it relates to his life</li> </ul>
	<b>LA.910.2.1.5</b> <b>LA.1112.2.1.2</b>	<ul style="list-style-type: none"> <li>Recognize cause and effect relationships in literary texts. [Applies to fiction, nonfiction, poetry, and drama.]</li> </ul>	<ul style="list-style-type: none"> <li>Create a flow chart with causes and effects (e.g., smoking and lung cancer, causes of the Civil War)</li> <li>Write cause and effect sentences using signal words such as because, so, due to, and as a result</li> </ul>