

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Listening/Viewing</p>	<ol style="list-style-type: none"> <li>1. Follow one-step oral directions. (LA.C.1.3.1)</li> <li>2. Recognize phonemic sounds, including short, long, r-controlled, medial vowels, initial and final consonant sounds, blends, digraphs, and words ending in /s/, /z/, /ez/, /ch/, /sh/, and past tense of regular verbs ending in /t/, /d/ sounds. (LA.D.1.3.1)</li> <li>3. Identify rhyming words given visual or oral cues. (LA.A.1.3.2)(LA.D.1.3.1) (LA.D.2.3.2)</li> <li>4. Identify the main idea of an oral or media presentation. (LA.A.2.3.1) (LA.C.2.3.1)</li> <li>5. Identify simple transitional words in an oral/media presentation that illustrate the patterns and rules in semantic structure, symbols, and sounds that convey the meaning in an oral presentation. (LA.C.3.3.2) (LA.D.1.3.1)</li> <li>6. Identify simple details that support the feeling of a message. (LA.C.1.3.3) (LA.C.2.3.1)</li> </ol>	<p>A. The student, individually or as part of a group, will be able to understand and respond to a variety of oral/media presentations as follows:</p> <ol style="list-style-type: none"> <li>a. responds to stated simple directions; (LA.C.1.3.1)</li> <li>b. is aware of language that conveys the meaning of an oral/media presentation; (LA.C.2.3.1) (LA.D.2.3.1) (LA.D.2.3.3)</li> <li>c. demonstrates an awareness of language patterns that organize the meaning of an oral/media presentation; (LA.C.3.3.2) (LA.D.1.3.1)</li> <li>d. is aware of the feelings and messages sent in an oral/media presentation; and (LA.C.1.3.3) (LA.C.2.3.1)</li> <li>e. responds to oral or written prompt for assessment. (LA.C.3.3.2)</li> </ol>
<p>II Speaking</p>	<ol style="list-style-type: none"> <li>1. Recognize appropriate intonation and stress patterns in English, including the pronunciation of short, long, medial vowel sounds, and initial and final consonants. (LA.C.3.3.1) (LA.D.1.3.1)</li> <li>2. Respond individually to greetings, farewells, and reply to teacher-directed questions. (LA.C.3.3.3)</li> <li>3. Participate in group activities, such as choral reading, call and response, and role-playing. (LA.C.1.3.1) (LA.C.3.3.1) (LA.C.3.3.3)</li> </ol>	<p>A. The student, individually or as part of a group, will develop and deliver a message which:</p> <ol style="list-style-type: none"> <li>a. uses appropriate language sounds to communicate a message; (LA.C.3.3.1) (LA.D.1.3.1)</li> <li>b. is able to respond orally to a variety of teacher-facilitated informal and formal communications; (LA.C.2.3.1) (LA.C.3.3.2) (LA.C.3.3.3)</li> <li>c. is able to communicate in group activities; (LA.C.1.3.1) (LA.C.3.3.1) (LA.C.3.3.3)</li> </ol>

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<p>III Vocabulary/Structures</p>	<p>4. Participate in teacher-facilitated discussions with simple responses, facial expressions, gestures, and appropriate posture. (LA.C.2.3.2) (LA.C.3.3.3)</p> <p>1. Participate in informal and formal oral communication activities. (LA.C.3.3.2) (LA.C.3.3.3)</p> <p>2. Identify vocabulary from literary works and informational texts. (LA.A.1.3.2) (LA.A.1.3.3) (LA.E.1.3.3) (LA.E.1.3.4) (LA.E.2.3.2)</p> <p>3. Use the dictionary to translate from home language to English language and locate meanings and spellings of words. (LA.D.1.3.1) (LA.D.1.3.3) (LA.D.1.3.4)</p> <p>4. Use acquired vocabulary to compose correct sentences. (LA.A.1.3.3) (LA.B.1.3.2) (LA.B.1.3.3)</p> <p>5. Spell commonly used words. (LA.B.1.3.3) (LA.D.1.3.1)</p> <p>6. Learn context clue strategies in speaking and reading. (LA.A.1.3.2) (LA.C.3.3.2)</p> <p>7. Identify word conventions such as contractions and possessives. (LA.D.1.3.1)</p> <p>8. Identify homonyms, antonyms, synonyms, and homophones in a text. (LA.D.1.3.1)</p>	<p>d. demonstrates an ability to participate in discussions using kinesic and verbal abilities to convey a message; and (LA.C.1.3.3) (LA.C.2.3.2) (LA.C.3.3.2) (LA.C.3.3.3)</p> <p>e. is aware of assessment techniques used in oral communication (rubric). (LA.C.3.3.2)</p> <p>A. The student, individually or as part of a group, will demonstrate knowledge of vocabulary as follows:</p> <p>a. uses vocabulary words in oral and written communication; (LA.A.1.3.3) (LA.B.1.3.2) (LA.B.1.3.3)</p> <p>b. uses a journal to practice using acquired vocabulary in sentences; (LA.B.2.3.1)</p> <p>c. is able to locate words in a dictionary for translation; (LA.D.1.3.1) (LA.D.1.3.3) (LA.D.1.3.4)</p> <p>d. defines words using context clues in oral and written communication; and (LA.A.1.3.2) (LA.B.1.3.2)</p> <p>e. illustrates mastery of acquired vocabulary in a variety of oral and written assessment venues. (LA.A.1.3.3) (LA.B.1.3.2) (LA.D.1.3.1)</p>

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IV Reading/Literature	<ol style="list-style-type: none"> <li>1. Identify pre-reading strategies. (L.A.A.1.3.1) (L.A.A.1.3.2)</li> <li>2. Identify who, what, where, when, how and why of a simplified literary selection. (L.A.A.2.3.1) (L.A.A.2.3.2) (L.A.E.1.3.2) (L.A.E.2.3.1) (L.A.E.2.3.3)</li> <li>3. Use vocabulary strategies to understand words including denotation and connotation of words. (L.A.A.1.3.2) (L.A.A.1.3.3) (L.A.D.1.3.1)</li> <li>4. Identify a sequence of events in a reading selection (L.A.A.1.3.1) (L.A.A.1.3.4) (L.A.A.2.3.1)</li> <li>5. Identify the main idea and supporting details of a paragraph. (L.A.A.2.3.1)</li> <li>6. State the main idea of a reading passage. (L.A.A.2.3.1) (L.A.E.1.3.1)</li> <li>7. Identify fact and opinion in text. (L.A.A.1.3.1) (L.A.A.1.3.2) (L.A.A.2.3.1) (L.A.A.2.3.8)</li> <li>8. Identify cause and effect relationships in simplified reading selections. (L.A.A.1.3.1) (L.A.A.1.3.2) (L.A.A.2.3.3)</li> <li>9. Identify literary devices and elements of plot. (L.A.D.2.3.2) (L.A.E.1.3.2) (L.A.E.2.3.1)</li> </ol>	<p>A. The student, individually or as part of a group, will be able to incorporate reading strategies as follows:</p> <ol style="list-style-type: none"> <li>a. is aware that pre-reading strategies are necessary to be an effective reader; (L.A.A.1.3.1) (L.A.A.1.3.2)</li> <li>b. uses reading strategies to interpret a poem; (L.A.A.1.3.1) (L.A.A.1.3.2) (L.A.A.1.3.3) (L.A.A.1.3.4) (L.A.E.1.3.3) (L.A.E.1.3.4)</li> <li>c. is able to identify certain elements in a reading passage that generate comprehension; (L.A.A.2.3.1) (L.A.A.2.3.2) (L.A.E.1.3.3)</li> <li>d. is able to determine differences between patterns of text in order to determine meaning; (L.A.A.2.3.2)</li> <li>e. keeps a journal for reader response and personal reflection generated from reading; (L.A.A.1.3.4) (L.A.B.2.3.1)</li> <li>f. is aware of literary devices and their functions in literature; (L.A.E.1.3.3) (L.A.E.1.3.4) (L.A.D.2.3.2)</li> <li>g. uses graphic organizers to categorize information and comprehend the main idea of a text; and (L.A.A.1.3.2) (L.A.A.1.3.4) (L.A.A.2.3.1)</li> <li>h. is able to respond to text-based questions in a variety of formats for assessment. (L.A.A.1.3.2) (L.A.A.2.3.5) (L.A.B.1.3.1) (L.A.B.2.3.1)</li> </ol>

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<p>V Study Skills</p>	<ol style="list-style-type: none"> <li>1. Organize information including listing, alphabetizing, and categorizing. (L.A.A.1.3.2) (L.A.A.2.3.5) (L.A.A.2.3.7) (L.A.B.2.3.1) (L.A.B.2.3.2)</li> <li>2. Identify strategies to highlight keywords in a text. (L.A.A.1.3.1) (L.A.A.1.3.2)</li> <li>3. Predict what a reading passage is about based on titles, subtitles, and illustrations. (L.A.A.1.3.1) (L.A.A.1.3.2)</li> <li>4. Recognize patterns of information in a text. (L.A.A.1.3.1) (L.A.A.1.3.2) (L.A.B.2.3.2)</li> <li>5. Organize time and materials. (L.A.A.2.3.5) (L.A.A.2.3.7) (L.A.B.2.3.2)</li> <li>6. Identify note-taking strategies. (L.A.A.1.3.4)</li> <li>7. Understand parts of a textbook. (L.A.A.1.3.1) (L.A.A.1.3.2) (L.A.A.2.3.1)</li> <li>8. Select appropriate study and research skills and technological resources to locate information. (L.A.A.2.3.5) (L.A.A.2.3.6) (L.A.A.2.3.7) (L.A.A.2.3.8) (L.A.B.2.3.4)</li> <li>9. Identify the parts of a research paper. (L.A.B.1.3.1) (L.A.B.1.3.2) (L.A.B.2.3.2) (L.A.B.2.3.3)</li> </ol>	<p>A. The student will demonstrate an ability to organize information and increase reading proficiency in the following manner:</p> <ol style="list-style-type: none"> <li>a. is able to organize information in a text to comprehend key ideas; (L.A.A.1.3.2) (L.A.A.2.3.5) (L.A.A.2.3.7) (L.A.B.2.3.1) (L.A.B.2.3.2)</li> <li>b. reads parts of a text to facilitate comprehension through highlighting, note taking, and graphic organizers; (L.A.A.1.3.1) (L.A.A.1.3.2) (L.A.A.1.3.4)</li> <li>c. is able to locate information using a variety of references and technological resources; and (L.A.A.2.3.5) (L.A.A.2.3.6) (L.A.A.2.3.7)</li> <li>d. is able to generate information in response to an oral assessment. (L.A.A.2.3.8) (L.A.B.2.3.4)</li> </ol>

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VI Writing	<ol style="list-style-type: none"> <li>1. Identify pre-writing strategies. (LA.B.1.3.1)</li> <li>2. Identify simple declarative, interrogative, exclamatory, and imperative sentences. (LA.B.1.3.2) (LA.B.1.3.3)</li> <li>3. Write a simple sentence. (LA.B.1.3.3)</li> <li>4. Fill out common forms, charts, and graphs. (LA.A.2.3.5) (LA.A.2.3.7) (LA.B.2.3.1) (LA.B.2.3.2) (LA.B.2.3.4) (LA.B.1.3.1)</li> <li>5. Identify writing related to the workplace. (LA.A.1.3.3) (LA.A.2.3.5) (LA.B.2.3.3)</li> <li>6. Respond to an oral or written prompt. (LA.B.1.3.2) (LA.B.1.3.3) (LA.C.1.3.4) (LA.C.3.3.2)</li> <li>7. Recognize common conventions in writing such as grammar, spelling, punctuation, and capitalization. (LA.B.1.3.3)</li> <li>8. Write a short, controlled paragraph expressing ideas clearly. (LA.B.1.3.2) (LA.B.1.3.3)</li> <li>9. Identify the differences between persuasive and expository writing. (LA.B.2.3.3)</li> <li>10. Identify research skills. (LA.A.2.3.5) (LA.A.2.3.6) (LA.A.2.3.7) (LA.B.1.3.1) (LA.B.1.3.2) (LA.B.2.3.1) (LA.B.2.3.2) (LA.B.2.3.3)</li> <li>11. Examine rubrics to assess writing. (LA.B.1.3.2) (LA.B.1.3.3)</li> </ol>	<p>A. The student will demonstrate writing proficiency in the following manner:</p> <ol style="list-style-type: none"> <li>a. is aware of pre-writing strategies that result in effective writing; (LA.B.1.3.1)</li> <li>b. is able to identify a variety of sentence types; (LA.B.1.3.2) (LA.B.1.3.3)</li> <li>c. is able to complete forms, charts, and graphs; (LA.A.2.3.5) (LA.A.2.3.7) (LA.B.1.3.1) (LA.B.2.3.1) (LA.B.2.3.2) (LA.B.2.3.4)</li> <li>d. is aware that there are differences in writing formats; (LA.B.2.3.3)</li> <li>e. is able to respond to a writing prompt for assessment; and (LA.B.1.3.2) (LA.B.1.3.3) (LA.C.1.3.4) (LA.C.3.3.2)</li> <li>f. is able to identify the components of a rubrics in writing assessment. (LA.B.1.3.2) (LA.B.1.3.3)</li> </ol>

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VII Culture	<ol style="list-style-type: none"> <li>1. Identify major holidays and celebrations from given readings that contrast with students' home cultures. (L.A.A.1.3.1)</li> <li>2. Identify patriotic and folkloric characters and symbols as illustrated in reading passages. (L.A.E.1.3.3) (L.A.E.2.3.1) (L.A.E.2.3.4)</li> </ol>	<p>A. The student will demonstrate an awareness and sensitivity to diverse cultures as illustrated in text and multimedia presentations in the following manner:</p> <ol style="list-style-type: none"> <li>a. is aware of the diversity in cultures as illustrated in literature; and (L.A.D.1.3.2) (L.A.E.1.3.1) (L.A.E.1.3.5) (L.A.E.2.3.2) (L.A.E.2.3.3) (L.A.E.2.3.4) (L.A.E.2.3.5) (L.A.E.2.3.8)</li> <li>b. is aware of the symbolism exhibited by cultures in text. (L.A.D.1.3.2) (L.A.E.1.3.1) (L.A.E.1.3.5) (L.A.E.2.3.2) (L.A.E.2.3.3) (L.A.E.2.3.4) (L.A.E.2.3.5) (L.A.E.2.3.8)</li> </ol>